



USAID
FROM THE AMERICAN PEOPLE

PROGRESS IN EDUCATION 2005

MEETING THE GLOBAL CHALLENGE





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COVER PHOTOS (LEFT TO RIGHT):
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Compiled and Written by
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Washington, DC

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The Office of Education's "Progress in Education" reports are intended as working documents designed to enrich the dialogue with our present and potential partners in education for development efforts. To capture a true sense of moving forward, this Progress in Education report provides programmatic and analytical insights into our activities as measures of where we are going as much as where we have been. The stories of accomplishment and effort described throughout the report are meant to inspire and, at the same time, serve as springboards for new programs and partnerships. Underlying all of that is our concomitant desire to pay tribute to our colleagues and partners throughout the Agency, in non-profit and for-profit organizations, and in governments and communities around the world.

While many challenges remain, there is a growing realization of the important role that education plays in the lives of individuals and in fostering national prosperity and security worldwide. This new period of enlightenment has enormous potential to "move us forward" in achieving our goals in education. In response, our aim is to build a wider constituency and inspire new possibilities for even stronger collaborative efforts. Our previous report provided a broad overview of our Progress in Education from the country perspective and remains a quick reference tool for country specific information. This year's report offers a different view of USAID's education and training programs and an expanded presentation of many of the key issues and policies driving our education sector development assistance.

While we cannot cover every program or capture the work of all our partners, we do believe the lessons and insights presented in the report have implications for other programs and activities. Many have already proven their resiliency and potential for scale up. Many have also demonstrated how successful programs are fueled by the spirit and commitment of dedicated participants and supportive individuals--encouraging parents, enthusiastic learners, inspiring educators and generous supporters. In this sense, success is the result of irrepressible determination and unheralded sacrifices. For that reason, we have made a special effort to bring to light the personal stories of progress and achievement and the organizations that have helped to make them possible.

From a development perspective, education and training are viewed as a means to an end. Therefore, we have attempted to show how what we do not only helps to create the human capital needed to sustain development but also improves lives and communities through learning. In that spirit, we look forward to working with our colleagues and partners to forge new alliances for further successful efforts. This report is offered to assist us in pursuit of this goal.

John Grayzel
Director
Office of Education



CREATIVE ASSOCIATES/BANGLADESH

This report describes many successful education and training activities administered by USAID staff worldwide. Many more success stories remain untold and will have to wait for another day and time. What has been assembled is largely the result of great cooperation and assistance from USAID staff and their partners, all of whom are owed a huge debt of gratitude.

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Edward B. Fiske
Susan G. Foster

Making the world a "safer and better place" for all citizens is a practical and moral imperative for the United States and one of the top priorities of its foreign policy. The United States Agency for International Development (USAID) serves the domestic and foreign policy interests of the United States by promoting sustained economic growth and poverty reduction in a world where the realization of such goals is the necessary basis for democracy, prosperity, and global security.

THE STRATEGIC VALUE OF INVESTING IN EDUCATION

Quality education systems enhance economic growth and social development and allow nations to become constructive participants in international affairs and the global marketplace. The security of all nations is enhanced when all countries have a stake in world peace. Research has shown that investing in education pays off in terms of:

Economic Development - Modern economies are learning economies, and industries in developing countries need work forces that are well trained and capable of upgrading and learning new skills.

Democratic Institutions - An educated citizenry that is capable of making informed decisions, voicing opinions, and holding elected officials responsible is essential for democracy to survive and flourish. Educating a country's population promotes a more responsible, representative government.

Health - Promoting the education of girls is particularly effective because educated women marry later, have fewer children, raise healthier and better fed families, and encourage their children to persist in school.

National Security - When the United States helps poor countries promote economic growth, social development, and participatory governance, it contributes to the national security of these nations. In doing so, the United States ultimately strengthens its own national security as well.

THE GLOBAL EDUCATION CHALLENGE

One in four children, almost all of them living in developing countries, does not complete five years of basic education, and for every illiterate child there are eight adults who lack this fundamental coping skill. The regions of greatest risk are Sub-Saharan Africa and South Asia, and the situation is particularly bad for girls, who make up two-thirds of the world's unschooled children.

Despite the daunting nature of the global education challenge, there are ample reasons for optimism. For one thing, we now know what works - politically, financially, and programmatically. Although millions of children have been left behind because of poverty, insufficient access, military conflict, and other forces, millions of others have been reached by highly effective education programs.

USAID SUPPORT TO EDUCATION

With recent annual investments of more than \$250 million, USAID is one of the largest single investors in education in developing countries. On March 14, 2002, President Bush announced that the United States would increase overall assistance to developing countries by 50 percent over the next three years through the Millennium Challenge Account, which focuses on "projects in nations that govern justly, invest in their people, and encourage economic freedom."



The Agency seeks to assure that its work is carried out within the context of a comprehensive development framework, such as a Poverty Reduction Strategy Paper, developed by each country, and it follows three other principles that in some cases distinguish its approach from that of other donors:

A Broad Definition of Basic Education -

Consistent with the language of development assistance legislation, USAID does not target a specific age group or setting. Rather, the Agency defines basic education broadly to include the full spectrum of programs aimed at providing foundational skills that will last the individual a lifetime.

A Competitive Advantage - USAID provides a small fraction of the more than \$150 billion that is spent each year on basic education in developing countries. To maximize its impact, USAID identifies key niches and program areas where strategic, well-placed investments can generate significant returns.

Building Strategic Alliances - The Agency's extensive field presence and contacts allow it to magnify its education investments through strategic partnerships with other governments, international organizations, multilateral development banks, non-governmental organizations, foundations, corporations, and the higher education community.

AREAS OF SPECIAL CONCERN

Some aspects of the global education challenge extend far beyond the borders of any single nation and cry out for powerful and immediate action. USAID is currently focusing on two such areas of special concern: HIV/AIDS and Countries in Crisis.

HIV/AIDS -The HIV/AIDS pandemic has moved well beyond its initial health dimension and Africa focus. Since HIV/AIDS largely affects adult populations in their most productive years, this pandemic is eroding the social fabric of entire communities and even threatening the viability and security of nation states. The impact has been particularly devastating in education, where it has cut into the supply of current and future teachers and administrators, undermined the education of pupils called upon to care for ill family members, and forced schools to deal with an expanding pool of HIV/AIDS orphans.

Countries in Crisis - Millions of children are denied the opportunity to attend school because they live in one of the more than 80 countries going through some form of short- or long-term crisis. The victims include child soldiers, internally-displaced people and refugees, street children, child prostitutes, and youths working under abusive conditions. USAID is working hard to eliminate barriers to educating these marginalized groups.

THE IMPACT OF USAID EDUCATION PROGRAMS WORLDWIDE

USAID programs fall into four broad categories:

Increased Access - USAID supports formal and non-formal programs that increase the number of boys and girls who enter and persist in school and assist underserved populations such as residents of rural areas and out-of-school youth.

Improved Delivery of Education - The emphasis of instruction in the new millennium must be on learning how to learn and on the provision of foundational skills that will last the individual a lifetime.

Enhanced Institutional Capacity and Decentralization - A wide variety of USAID education programs strengthen school systems through policy reform and strategic partnerships with local governments, NGOs, and other voluntary organizations and the private sector. USAID programs place special emphasis on promoting improved management and community involvement. They also emphasize performance-based management and related accountability mechanisms.

Meeting Special Needs - The Agency is constantly on the lookout for cross-sectoral strategies for meeting local needs, such as using health and nutrition services to support student learning.

DEVELOPMENT THROUGH LIFELONG LEARNING

Basic education will play an important role in preparing people who can contribute to their own economic and social well-being, but additional investments will be

necessary to compete in an ever-changing and interdependent global society. USAID sponsors programs that support the acquisition of lifelong learning skills through higher education, workforce development, and participant training activities.

Higher Education in Service to Communities - An important emerging trend in USAID-sponsored programs in higher education is the idea of community service. U.S. colleges and universities that were founded as community-based institutions with a responsibility to contribute to the social and economic betterment of society are sharing their ideas in principle and practice through partnerships with local higher education institutions in countries such as Mexico, Malawi, and South Africa.

Workforce Development - The need for education and training programs that match worker skills to marketplace demands has never been more evident—or more challenging. USAID's workforce development initiatives are engaging communities and the private sector in school-to-business partnerships and community development projects that hold great promise.

Participant Training - USAID-sponsored programs continue to assist nearly 400,000 people worldwide with training in a variety of settings each year. Such training ranges from short-term technical training to degree-earning academic training for high-level professionals in both the public and private sectors.

THE FUTURE: INCREASED ALLIANCES AND PARTNERSHIPS

USAID supports many successful education and training programs. Most are producing results because of the dedication and hard work of the Agency's many traditional partners. These partnerships are important because no single entity can tackle the full range of education problems. Sustained development depends on a full complement of public and private resources to be effective.

To expand its traditional partnerships, the Agency has established the Global Development Alliance, an

initiative that promotes public/private partnerships. The success of the GDA is influencing the way USAID fulfills its mandate in human capacity development. The need to leverage its resources has never been more important. The Office of Education will continue to seek innovative approaches to teaching and learning—in partnership with others—to achieve greater access to quality education. This orientation stems from the work already being accomplished by the Agency with its existing partners and the conviction that we all can and must do more.



USAID/MALAWI





INVESTING IN EDUCATION IN DEVELOPING COUNTRIES

"In World War II we fought to make the world safer, then worked to rebuild it. As we wage war today to keep the world safe from terror, we must also work to make the world a better place for all its citizens."

- President George W. Bush, March 14, 2002¹

Making the world a "safer and better place" for all citizens is a practical and moral imperative for the United States and one of the top priorities of its foreign policy.

A world where some live in comfort and plenty while half of the human race lives on less than \$2 a day is neither just nor stable. Disparities and exploitation related to race, gender, age, or ethno-linguistic characteristics undermine the domestic security of all nations and create breeding grounds for individuals and organizations bent on threatening world peace. The presence of faltering states and practices such as abusive child labor, trafficking in children, and conscription of children as soldiers, as well as the HIV/AIDS pandemic, are growing threats to the vitality of democratic social and economic institutions throughout the world.

The United States Agency for International Development (USAID) serves the domestic and foreign policy interests of the United States through its mandate to promote sustained economic growth and poverty reduction in a world where the realization of such goals is the necessary basis for democracy, prosperity, and global security.

¹. Address to the Inter-American Development Bank, Washington, DC.

THE STRATEGIC VALUE OF INVESTING IN EDUCATION

USAID has long recognized the role that enhanced access to quality education plays in promoting economic growth and poverty reduction in developing countries. Education has value to:

Individuals – Education brings possibilities to people's lives. It bolsters economic well-being, improves health, encourages self-reliance and entrepreneurship, and helps families build better lives and lift their children out of poverty.

The common good – An educated populace has critical capabilities that allow it to build sound societies and democratic institutions and to resist demagogues and intolerance. Schools, businesses, local agencies, and local governments benefit from informed, concerned citizens. Education also promotes social mobility and equality for women and ethnic minorities.

The global community – Quality education systems enhance economic growth and social development and allow nations to become constructive participants in international affairs and the global marketplace. The security of all nations is enhanced when all countries have a stake in world peace.

WHAT THE RESEARCH SHOWS

A wide body of research has shown that education is the critical common component of growth that binds development across all sectors of society. Data show that investing in education has demonstrable payoffs in terms of:

- Economic Development
- Democratic Institutions
- Health
- National Security at Home and Abroad

THE MILLENNIUM CHALLENGE

On March 14, 2002 President Bush announced that the United States would lead by example and increase its core assistance to developing countries by 50 percent over the next three years, resulting in a \$5 billion annual increase over current levels by FY 2006. This commitment is consistent with the President's call at Monterrey for "a new compact for global development."



"Global markets are...changing as developing countries shift from low-cost labor to higher-end manufacturing. That change requires new types of workers, able to learn new skills and use new technologies. A primary school education is no longer enough for workers to take part in the global economy. Moreover, higher degrees—academic and technical—are needed to adapt global technology to local settings and to keep up with new advances. So education systems in developing countries must broaden their sights—and U.S. foreign assistance must offer more support for secondary education for the global marketplace."

*- Andrew S. Natsios, Foreword,
Foreign Aid in the National Interest, 2002*

ECONOMIC DEVELOPMENT

Economists have long recognized that an 80 percent literacy rate and near universal basic education are prerequisites for substantial economic growth.² These factors were central to the economic growth of the United States, which achieved such a literacy rate by the mid-19th century. Newly developed economies in Hong Kong, Singapore, and the Republic of Korea also achieved near-universal primary school enrollment by the mid-1960s.

- A single percentage point increase in the number of girls completing secondary school boosts a developing nation's overall annual per capita income growth by a third of a percent.³
- In the developing world, every extra year of education a person receives boosts his/her income level by an average of between ten and 20 percent, which in the poorest countries can make it possible to feed one's family or send one's children to school.⁴

Moreover, modern economies are learning economies. Industries in developing countries must have access to a work force that is well trained and capable of upgrading and learning new skills. To stay competitive in today's world, citizens must prepare themselves to function in an age that requires learning on demand.

- Education makes people significantly more productive agricultural workers.
- A recent study of 63 countries showed that progress in educating girls led to dramatically improved farm yields that accounted for almost half of the reduction in malnutrition in those countries over a 25-year period.⁵

UNITED STATES TRADE BENEFITS FROM INVESTMENTS IN DEVELOPING COUNTRIES

Many of America's best trading partners are countries where USAID has invested in education and other aspects of their infrastructures. Twenty developing countries that receive USAID funding are among the top 50 purchasers of U.S. goods and services. In 2002, these 20 countries accounted for more than \$194 billion in purchases of U.S. exports (U.S. Trade Representative's Office, 2002):

Mexico	(2)	Egypt	(33)
China	(7)	Honduras	(35)
Brazil	(15)	Indonesia	(36)
Malaysia	(16)	South Africa	(37)
Philippines	(19)	Russia	(39)
Ireland	(21)	Guatemala	(40)
Thailand	(23)	El Salvador	(42)
Dominican Rep.	(26)	Peru	(45)
India	(27)	Jamaica	(48)
Colombia	(29)	Panama	(49)

More than 70 percent of the world's poor now live in rural communities located in developing countries. By 2025, however, over half the population in Asia and Africa will live in urban areas. The urban poor, without education and training, will become a drain on national economies rather than contributors to growth.

USAID education programs teach literacy in support of micro-economic programs in Nepal...improve historically disadvantaged universities in South Africa...provide skills training for inner city residents in Jamaica.

DEMOCRATIC INSTITUTIONS

The United States has a major stake in fostering democratic traditions and institutions in the developing world. An educated citizenry that is capable of making informed decisions, voicing opinions, and

2. Basic Education Coalition (p. 14 in Larry Goldman memo)

3. Dollar, David and Roberta Gatti. 1999. "Gender Inequality, Income, and Growth: Are Good Times Good for Women?" World Bank Policy Research Report on Gender and Development, Working Paper Series No. 1. Washington, DC (Sperling, G., "Toward a Global Compact on Universal Education," Testimony of Gene Sperling, House Committee on Appropriations, Foreign Operations Subcommittee, May 14, 2003., p. 4).

4. Psacharopoulos, George and Harry Anthony Patrinos. 2002. "Returns to Investment in Education: a Further Update," World Bank Policy Research Working Paper 2881 (from Sperling, p. 4).

5. Smith, Lisa C., and Lawrence Haddad. 1999. "Explaining Child Malnutrition in Developing Countries: A Cross-Country Analysis," IFPRI Food Consumption and Nutrition Division Discussion Paper 60. Washington, DC. (in Sperling p. 4).

holding elected officials responsible is essential for democracy to survive and flourish.

Research on the effects of education on civic and political life has shown that educating a country's population promotes more responsible, representative government.

- A review of data from more than 100 countries found that the emergence of democracy followed increases in primary enrollments, particularly when girls' enrollment levels caught up to boys' enrollment.⁶
- The same study also concluded that expanded educational opportunities for females "goes along with a social structure that is generally more participatory and, hence, more receptive to democracy."
- Countries with higher rates of secondary schooling have experienced greater political stability and more democratic rights.

USAID education programs introduce democratic procedures to classrooms in Indonesia and Pakistan...bring girls to school and monitor teacher attendance in Egypt, Morocco, Pakistan and Yemen...provide graduate training to senior government officials in Namibia...strengthen civil society in Guinea.

HEALTH

In the absence of education, residents of developing countries lack the knowledge and skills necessary to prevent childhood diseases, such as diarrhea and measles. They are less likely than educated parents to feed their families balanced meals and are left without defenses against terrible threats such as HIV/AIDS.

Research shows that investing in education in developing countries pays off in terms of better prenatal care, improved health and nutrition, longer life expectancy, later marriage, and lower fertility rates. Such investments are particularly effective when they enhance the ability of mothers to care for themselves and their children.



Health and nutrition programs are used to improve students' performance in school.

- Mothers in both Africa and Southeast Asia who have a basic education are 50 percent more likely to immunize their children than uneducated mothers are.⁷
- An additional one to three years of maternal schooling is associated with a 20 percent decline in the risk of childhood death.⁸
- Among 17 year-old girls in Kenya, those in secondary school were almost three times as likely to be virgins as those that had dropped out after primary school.⁹

USAID education programs use health and nutrition services to increase student achievement in Zambia...integrate education and health services to reduce young child mortality in Uganda...train teenagers and young adults as peer educators in Mali.

6. Barro, Robert J. 1999. "Determinants of Democracy." *Journal of Political Economy* 107(6). (in Sperling p. 6)

7. Subbarao, K., and Laura Raney. 1995. "Social Gains from Female Education." *Economic Development and Cultural Change*, 44(1) (in Sperling p. 5)

8. Basic Education Coalition (p. 15 in Larry Goldman memo)

9. UNICEF. 2002. "Education and HIV Prevention." (Data from Kenya DHS). (in Sperling p.6)

NATIONAL SECURITY AT HOME AND ABROAD

When the United States helps poor countries meet critical short- and long-term needs in the areas of economic growth, social development, and participatory governance, it contributes to the national security of these nations. In doing so, the United States ultimately strengthens its own national security.

A particularly important target group is the large number of unemployed, out-of-school children and youth without the education, training, and skills needed to earn a livelihood, who are likely to perpetuate a cycle of poverty. Such young people are prime recruits for armed conflicts and radical causes and likely candidates for abusive trafficking practices. To meet the human capital needs for national economic growth, all children and youth must receive basic education skills necessary for lifelong employment.

The war on terrorism has also prompted widespread recognition that lack of access to public schools can create an opening for extremist groups to establish their own schools, in which they recruit new adherents and promote hatred and political violence. Awareness that the United States and other developed countries must reach out to these populations has spurred USAID efforts in education. For example, USAID supports the operation of centers of excellence in basic education and promotes school-to-work training and job placement in Egypt, Indonesia, Morocco, Pakistan, and the Philippines.

USAID education programs work with the Government of Nigeria to integrate Quranic schools into the state education systems... teach democratic ideals and the value of pluralism to children in Iraq...provide accelerated learning to children and young adults who missed school during the civil wars of Afghanistan.



USAID/INDONESIA

THE BENEFITS OF INVESTING IN GIRLS' EDUCATION

"If you educate a man, you educate a person, but if you educate a woman, you educate a family."

*Indian Church leader
Rudy Manikan*

Experience in developing countries around the world has shown that programs aimed at enhancing the education of girls represent one of the most effective investments possible. Because women are the primary educators and nurturers of children, the societal returns on investments in women's education are significantly greater than they are for similar investments in men. Educated girls become educated women who influence entire families, communities and nations.

President Bush summed up these benefits when he wrote: "Education is the pathway to progress, particularly for women." Specifically, he pointed out:

- Educated women encourage their children to be educated, as well.
- Educated women tend to be healthier than those who are not well-educated, and the same is true of their families.
- Babies born to educated women are more likely to be immunized, better nourished, and survive their first year of life.
- Nations whose women are educated are more competitive, more prosperous and more advanced than nations where the education of women is forbidden or ignored.
- A wide body of research backs up such assertions.

If the global community is committed to effective development assistance, it must make substantial investments in relevant quality education for all citizens. The world simply cannot afford to leave any more of today's, tomorrow's, or even yesterday's children behind. If the goal is economic growth, a critical element of investment is education. If the goal is poverty reduction, a critical investment is education. If the goal is health, participatory governance, conflict prevention, and the rule of law, a critical investment is education.

THE GLOBAL EDUCATION CHALLENGE

The challenges of strengthening education to serve the purposes of economic and social development, building democratic institutions, and enhancing national security are daunting.

Worldwide, there are more than 880 million illiterate youth and adults and some 115 million children, who are out of school. One in four children does not complete five years of basic education, and almost all of them live in developing countries. For every illiterate child, there are eight adults who lack this fundamental coping skill.

The regions at greatest risk are Sub-Saharan Africa and South Asia, with 80 percent of the out-of-school primary aged population, and the Middle East and North Africa, with wide gender disparities. In Sub-Saharan Africa, only 55 percent of children attend primary school, and only 24 percent go on to secondary school. In Bangladesh, a recent study found that just over half of children complete primary school, and a third of those who do cannot read and write.

The situation is particularly bad for girls, who make up two-thirds of the world's unschooled children. Barely half of girls in Sub-Saharan Africa attend primary school, and only 17 percent are enrolled at the second-

ary level. In Benin, for instance, a typical teenage girl has received less than three months of education.



CREATIVE ASSOCIATES/AFGHANISTAN

In regions throughout the world, girls are less likely to be enrolled in school.

Stories from Afghanistan of Taliban thugs warning a classroom full of girls that they would be burned alive if they came back the next day were rightly shocking to many Americans. But in most areas of the world, girls are held out of school by more subtle means: the economic barriers of destitute poverty, the opportunity cost to parents who need help with housework and child care, and cultural norms that suggest girls should simply marry early and begin having children of their own. Parents who do want to educate their girls often fear for their safety on the long walk to school or in classrooms with a male teacher. Many girls shun poor rural schools because the buildings lack the simple but essential requirement of a private girls' toilet.

As a result, many developing countries and communities face a staggering challenge: how do they achieve economic growth, poverty reduction, participatory governance, and broad social welfare in the absence of an appropriately educated population? And how do they make any gains at all while HIV/AIDS continues to ravage their people, communities, and institutions?

In the absence of major investments in education, developing countries will be left in terribly bleak situations: grinding poverty and staggering economic hardship; vast numbers of unemployed youth in highly charged urban settings; poorly educated populations infected by otherwise preventable diseases; and ill-informed citizens ruled by oppressive and corrupt politicians. The lack of quality education means a harvest of bitter fruit.

REASONS FOR OPTIMISM

Despite the scale of the global education challenge, there are reasons for optimism that it can be successfully met. For one thing, we now know what works—politically, financially, and programmatically. Decades of experience have given us knowledge and expertise required to foster quality learning in a variety of challenging circumstances and environments.

Moreover, although millions of children have been left behind because of poverty, insufficient access, military conflict, and other forces, there are millions of other children who have been reached by highly effective education programs.

- During the 1990s, progress toward universal primary enrollment was achieved in every region, with some of the fastest growth rates in enrollment in South Asia and Sub-Saharan Africa. Enrollment rates of over 90 percent of school-age children have been achieved in countries ranging from Cape Verde to Swaziland. Enrollments in Malawi, Mauritania, and Uganda have doubled in five years.
- Child and adult literacy rates have gone up significantly throughout the developing world; primary enrollment has nearly doubled; the number of children out of school continues to decline.



USAID is encouraging the use of information technology to improve educational access.

- Bangladesh has improved the girl-to-boy ratio from 40:60 to near parity in less than 20 years. Guinea managed to double the percentage of girls enrolled in school between 1991 and 1998.
- Community schools, business-aided education, and other complementary programs are proving to be cost-effective approaches to improving access and learning outcomes among hard-to-reach learners in Mali, Ghana, and Honduras.

Enhanced access, however, is only a necessary first step. It is a hollow victory unless children who enter school receive an education that is high in quality and relevant to economic development. In some countries universal access to education has been achieved at the cost of large classes and reduced hours of instruction.

Progress will need to be accelerated in every developing region in order to achieve the goal set by the United States and its international partners to make the world a "safer and better place." Unfortunately, with the rise in HIV/AIDS and other crisis circumstances, recent progress is not likely to be sustained, much less accelerated, without closing capacity gaps, improving data and policy, and providing sufficient financial and other resources.

U.S. CONTRIBUTIONS TO GLOBAL RESPONSE

USAID is one of the largest single investors in education in developing countries, and its commitment to the concept of "no child left behind" enjoys wide support among other donor nations and multilateral agencies.

The global commitment to provide quality learning throughout the developing world was given formal expression in the World Conference on Education for All, which was adopted by participants from 155 countries, including the United States, and representatives of 160 governmental and non-governmental agencies in Jomtien, Thailand in March 1990. The conference adopted a World Declaration on Education for All that urged the nations of the world to intensify their efforts to address the basic needs of all persons as well as a Framework for Action to Meet Basic Learning Needs that spelled out targets and strategies for the next decade.

The goals of Jomtien were reaffirmed a decade later at the World Education Forum, held in Dakar, Senegal in April 2000. More than 1,100 participants from 164 countries joined the United States in drafting a Dakar Framework for Action that recognized education as "the key to sustainable development and peace and stability within and among countries." The framework committed these nations to the attainment of six specific goals dealing with early childhood education, universal primary education, life-skills programs, adult literacy, gender disparities, and quality assurance.



CREATIVE ASSOCIATES/MALAWI

CORE OPERATING PRINCIPLES

Agency decisions in the education sector are guided by five core operating principles. The principles are:

Efficiency - USAID insists that education resources and investments be managed as effectively as possible. Efficient systems, programs, and schools reach more students, and as a result, more children are moved ahead to healthy and economically productive lives.

Innovation - The USAID commitment to innovation recognizes that even the most extensive application of current expertise will not fully address or resolve the education challenge. We need new advances more effective adaptation, and greater flexibility.

Sustainability - Sustainability refers to whether or not the education and training investments have a substantial, enduring, and cost-effective impact. While an actual program or activity might be short or long in duration, its impact should be experienced and valued over an extended period of time by an extensive number of learners, clients, and communities.

Equity - The United States is committed to equity both as a social objective—the expectation that no child will be left behind—and as a practical strategy. As shown by the social and economic benefits that have flowed from investments in girls' education worldwide, the pursuit of equity can result in extensive multiplier effects and lead to major (and often unanticipated) investment returns.

Relevance - Education and training investments need to be directed at critical short- and long-term needs of particular countries. USAID collaborates with a wide range of local clients and stakeholders as well as with mission technical teams to identify which critical needs and sectors merit the Agency's primary attention and investment. Such an approach increases the incentives for learner, parent, and community involvement in educational programs and educational decision-making.

HOW THE UNITED STATES WORKS WITH OTHER NATIONS

By working with other countries to promote investment in education in developing countries, the United States has been able to magnify the impact of its investments and to assure that its investment is made in an effective and efficient manner consistent with United States priorities. Collaborative agreements include the following:

Monterrey Consensus - At the International Conference on Financing for Development in Monterrey, Mexico in 2002, U.S. President George W. Bush called upon ministers, heads of states, and other international leaders to create "a new compact for global development, defined by new accountability for both rich and poor nations alike."

Under the resulting Monterrey Consensus, donor nations agreed to increase development assistance, including efforts aimed at reducing the debt burden of the poorest countries, while multilateral financial institutions made commitments to expand access to private financial flows and to global financial and trade systems. Significantly, the Consensus also affirmed the principle that countries bear primary responsibility for their own economic and social development. Thus the amount and nature of assistance provided by USAID and other donors must be guided by the capacity of recipient nations to use such aid effectively and efficiently. Among other things, such nations must take on issues such as governance, accountability, policy reform, corruption, investments in education, health and infrastructure. (www.un.org/esa/ffd)

Education for All - At the World Education Forum in 2000, James Wolfensohn, President of the World Bank, cited the need for "a fast-track action plan" to accelerate achievement of the goals of Education for All. Two years later, following a meeting of the international community in Amsterdam, a global Fast Track Initiative Secretariat was established with a mandate to identify ten countries where lessons could be learned to accelerate action on EFA globally.

Global donor meetings began in July 2002 and are ongoing. USAID, the U.S. Government representative, has played a lead role in advancing FTI as chair and made its decisions through cross-agency dialogue with the Department of the Treasury, the National Security Council, and the U.S. Executive Director's Office at the World Bank.

Millennium Development Goals - At the United Nations Millennium Summit in September 2000, the international community identified eight benchmarks, or Millennium Development Goals, to reduce poverty and improve human welfare in the following areas:

- Extreme poverty and hunger
- Universal primary education
- Gender equality and empowerment of women
- Child mortality
- Maternal health
- HIV/AIDS, malaria, and other diseases
- Environmental sustainability
- A global partnership for development

G-8 Education Task Force - At Genoa, Italy in July 2001, leaders from the United States, Canada, Germany, U.K., France, Italy, Japan, Russia and the European Union declared that education is "a central building block for growth and employment." They named a senior level G-8 Education Task Force to advise on how best to pursue the Dakar goals in cooperation with developing countries, relevant international organizations, and other stakeholders.

USAID was designated the lead U.S. government agency on the Task Force, working in close coordination with the National Security Council and the Departments of Treasury, State, and Education. Following a meeting at Kananaskis, Canada in July 2002, the agency issued a G-8 Education Task Force Report that is relevant to USAID's education strategy because it:

- Integrates the Monterrey Consensus into an ongoing global initiative, including the prerequisite of developing country commitment.
- Is consistent with the directions of the President's Millennium Challenge Account (see p.2), which emphasizes ruling justly, investing in people, and promoting economic freedom
- Focuses on quality education holistically and the importance of integrating primary education into overall national education policy and plans
- Recognizes the impact of HIV/AIDS on education as well as cross-sectoral challenges such as conflict and child labor
- Emphasizes the importance of results and the need to focus on capacity building and better assessment and monitoring



USAID support for basic education covers a range of age groups and settings.

USAID/SOUTH AFRICA

USAID SUPPORT TO EDUCATION

"We believe a key aspect of persuading countries to improve their policies or institutions is to provide the right incentives. This is why USAID actively promotes the principles of rewarding performance rather than promises, rewarding good governance, establishing local ownership, civil society and private investor participation, and streamlining the assistance delivery process."

- Andrew S. Natsios, Administrator, USAID¹⁰

Based on its decades of experience in working with developing countries to make the world a "safer and better place," USAID has developed a set of operational principles and procedures aimed at using taxpayer dollars as effectively as possible. Decisions on how best to invest the \$250 million that it devotes annually to education in developing countries are guided by five core operating principles: efficiency, innovation, sustainability, equity, and relevance.

COMPREHENSIVE DEVELOPMENT FRAMEWORK

The effectiveness of U.S. assistance to developing countries depends to a large extent on how well these countries are prepared to receive and absorb it. If aid goes to countries with poor policies, systems and institutions, it is likely to be wasted. Therefore, USAID's education investments are grounded in policy reform and systems development based on the drafting of a Comprehensive Development Framework (CDF) by each country. CDFs advocate:

- A holistic long-term strategy
- Country ownership and direction of development, with development partners each defining their support in their respective business plans
- Strong partnerships among governments, donors, civil society, the private sector, and other development stakeholders in implementing the country strategy
- A transparent focus on development results to ensure better practical success in reducing poverty

¹⁰. Testimony before the House Financial Services Subcommittee on Domestic and International Monetary Policy, Trade and Technology, June 11, 2003.

A BROAD DEFINITION OF BASIC EDUCATION

The current language of the U.S. Congress in its development assistance legislation does not target a specific age group or setting for interventions in "basic education." Therefore, USAID defines basic education broadly, to include the full spectrum of programs aimed at providing foundational skills that will last the individual a lifetime. Thus the Agency supports programs ranging from those aimed at improving early childhood development, primary, and secondary education to those that focus on literacy and life-skills training for youth and adults. It also supports the training of teachers at any of these levels for instruction in formal schools and other settings.

The common thread among these elements is a concern that systems of education and training meet the needs of all learners and that they gain the core skills required to function effectively in all aspects of life. Such an approach is consistent with research showing that poor countries will grow more rapidly if they have a balance of unskilled, semi-skilled and highly skilled workers.¹¹ It is also consistent with the view, articulated in the Dakar Framework, that learning is a lifelong process that begins at birth and continues throughout the lifespan.

USAID'S COMPETITIVE ADVANTAGE

The United States is providing only \$326 million of the more than \$150 billion that is spent each year on basic education in developing countries. Clearly, if USAID seeks to have a major impact in this sector, it must identify the key niches and program areas where strategic, well-placed investments can generate significant returns and extensive multiplier-effects.

The United States has long practiced universal access to schooling and respect for the liberating power of education is strong. American educators are experienced in dealing with economically, racially, and culturally diverse student populations. They are familiar with

research-based teaching strategies and are at the forefront in the use of new technologies to enhance both quality and access in education. Significantly, the United States has a decentralized education system under which educators routinely work hand in hand with local governments and representatives of civil society.

The Agency also possesses a strong and unique level of field presence combined with an extensive network of alliances and working relationships with donors, implementing partners, and foreign governments. This comparative advantage enables USAID to identify critical niches and opportunities wherein limited resource investments can be leveraged into disproportionately large returns. Of all the G-8 and G-20 donors, the United States has the strongest tradition of marshaling private funds for development purposes. Indeed, only 15 percent of United States' development dollars come from the government, with the other 85 percent private in origin.

A major strategic advantage of USAID is to subsidize cost-effective innovations capable of achieving high levels of impact—programs and activities that can be brought to scale in a cost-effective manner. The fact



USAID encourages local participation and involvement.

11. Ramacharan 2002.

that 97 percent of recurrent education expenditures in developing countries is devoted to salaries means that such nations need outside assistance in financing innovation. Priority in USAID programs is given to financially sustainable practices or to those whose temporary benefits and long-term consequences are so significant as to warrant the Agency's investment. By doing so, the Agency can multiply its contributions, currently in the hundreds of millions of dollars, into the equivalent of billions of dollars of extra resources effectively used.

USAID education programs develop model schools in Nicaragua...turn the Internet into a teacher training resource in Uganda...brought years of experience to reforming classroom educational practices in Slovakia.

STRATEGIC ALLIANCES

Global development alliances are also central to USAID strategy. The Agency's unique level of field presence and contacts allow it to magnify its education investments through strategic partnerships with other governments, international organizations, multilateral development banks, NGOs, PVOs, cooperatives, foundations, corporations, the higher education community, and individuals. Working together is the best way to ensure the most effective use and the maximum impact of resources.

AREAS OF SPECIAL CONCERN

Some aspects of the global education challenge extend far beyond the borders of any single nation and cry out for powerful and immediate actions. USAID is currently focusing on two such areas of special concern: the HIV/AIDS pandemic, and countries in crisis.

THE HIV/AIDS PANDEMIC

The HIV/AIDS pandemic is an accelerating global threat that has moved well beyond its initial health dimension and Africa focus. An estimated 35 million persons are now living with HIV/AIDS. More than 95 percent of them are in developing countries.

HIV/AIDS mostly infects adult populations during their productive years. It strikes disproportionately at the educated and skilled portions of society who have the financial resources to engage in the social practices that make them vulnerable to HIV/AIDS. The resulting loss of human capital threatens all development activities and, combined with the hollowing out of institutions, ultimately puts at risk the viability and security of nation-states. The pandemic is eroding the social fabric of entire communities, destroying intergenerational learning networks, and creating millions of orphans who will grow up without attention to their psycho-social needs.

The impact of HIV/AIDS has been particularly devastating in education. The pandemic has cut into the supply of current and future teachers and administrators, depleted public and private assets to pay for schooling, and contributed to lower enrollment and higher dropout rates, particularly for girls called upon to care for ill family members. One province in South Africa will need to replace 91 percent of its teachers by 2010. Schools are particularly affected by the expanding pool of HIV/AIDS orphans, which is expected to reach 33 million pupils by 2010.

USAID education programs use a community theater to raise public awareness of HIV/AIDS in Malawi...produce a children's television program in South Africa to teach young people about the disease in ways they can understand...work with private corporations in Nigeria to incorporate AIDS prevention into workplace skills training.

Education is also critical to the fight against AIDS, and the schools are an excellent setting for peer-instruction. Lacking a vaccine for the virus or a cure for the disease, education can function as an effective "social vaccine" against HIV/AIDS.

- In Zambia, HIV infection rates among late adolescents who had completed a basic education fell during the 1990s, while infection rates among those with little or no education rose.¹²
- A recent study in rural Uganda found that over the course of the 1990s, people who finished secondary education were seven times less likely to contract HIV—and those who finished primary education half as likely as those who received little or no schooling.¹³

COUNTRIES IN CRISIS

Many of the children not in school are denied access because they live in one of the more than 80 countries going through some form of short- or long-term crisis. The causes of these crises may be natural (floods), manmade (conflict), pandemic (HIV/AIDS), and social (economic collapse).

Crisis victims include child soldiers, internally-displaced people and refugees, AIDS orphans, street children, child prostitutes, and youths working under abusive conditions. Children involved in the labor force cannot attend classes during regular hours and must contribute to family income or subsist alone as orphans. Children pressed into military service, forced to kill or be killed, as well as those who resist joining militias and live through horrifying conflicts as private citizens are left with paralyzing trauma.

In addition to education, such persons need psycho-social intervention and job skills training to regain normal lives. Educational systems must be flexible enough



Child soldiers are one of many crisis victims targeted by USAID assistance.

to respond to all types of crises, and they need the capacity to deal with problems such as the destruction of records in Afghanistan, Iraq, and Nicaragua, which has left entire generations with no proof of their educational attainments. While crisis events have an adverse impact on education services, they can produce opportunities for improvements to educational content, teaching methods, and modes of delivery.

USAID is working hard to eliminate barriers to educating these marginalized groups through innovative alternative education programs. When these children are able to participate once again, the cycle of poverty and exploitation may be broken.

USAID education programs fight child labor in India and among Burmese refugees in Thailand...assist disenfranchised young victims of the conflict in Sierra Leone...integrate former child soldiers in the Democratic Republic of Congo back into society and teach life skills to those who are traumatized.

12. Vandermoortle, J. and E. Delamonica. 2000. "Education 'Vaccine' against HIV/AIDS." *Current Issues in Comparative Education* 3(1). (in Sperling p. 6)

13. De Waigue, Damien. 2002. "How Does Educational Attainment Affect the Risk of Being Infected by HIV/AIDS? Evidence from a General Population Cohort in Rural Uganda." University of Chicago. (in Sperling p. 5)





IMPACT OF USAID BASIC EDUCATION PROGRAMS WORLDWIDE

USAID carries out its mandate to serve the domestic and foreign policy interests of the United States and to make the world a "safer and better place" through a wide range of educational programs that draw on the Agency's vast accumulated knowledge of what works. Programs are carefully tailored to meet the particular needs and wishes of individual countries. These programs fall into four broad categories: promoting quality classroom learning, enhancing access to schooling, building up the institutional capacity of local school systems and meeting special needs.

Following are descriptions of current USAID education programs representing these four general areas.

INCREASED ACCESS

Increased access to schooling is necessary if no child is to be left behind. USAID education programs further the Agency's commitment to equity and access through a wide range of formal and nonformal programs. Some are designed to increase the number of girls who enter and persist in getting an education. Other programs provide services to underserved populations, such as rural children and out-of-school youth.

USAID's early childhood activities are helping the country of Pakistan to provide instruction starting with its youngest citizens. As the principal of one of the schools involved in the program commented, "The program is a right step, at the right time, in the right direction."

HONDURAS: VOLUNTEERS INSTRUCT RURAL LEARNERS

If a young Honduran man needs to work during the day, he can go to class in the evening in a community center, in his workplace, or a club. If a young woman is too old to return to her primary school to finish her basic education, she can do her coursework at an NGO office, a vocational center, or a space provided by a municipality. Even private homes are turned into small schools for people enrolled in the USAID-sponsored *Educadores* program. The idea is to open a school wherever there are people willing to learn.

Educadores (Education for All) focuses on providing basic education for out-of-school youth and adults. Over 370,000 people have enrolled in its 1st through 6th grade program, and a 7th through 9th grade program is now building up on its success. The program trains local volunteer facilitators to lead the students, who learn from workbooks and lessons broadcast by the Honduran government's radio station and 61 local radio stations.

In its plans for development of its human resource base, the Government of Honduras wants 70 percent of Hondurans to complete nine years of schooling. The *Educadores* program will play a crucial role in helping the Government achieve that goal because it serves youth and adults who are no longer in traditional schools. USAID has been working with the Government to establish mechanisms for the payment of staff "field promoters" and for the funding and accrediting of the agency responsible for vocational training. These arrangements will assure the *Educadores* program receives the institutional backing it needs to do its work effectively.

The 7th through 9th grade courses provided through *Educadores* have proven very popular in vocational schools, where students want to make themselves more competitive in their search for jobs. Since 1995, the number of additional years of schooling made possible by the program adds up to an impressive 370,000

MARIA HELPS HER COMMUNITY

Every afternoon, Maria travels from her home to the nearby community of Villfrancis, in Honduras, to meet with eight adults who are receiving formal instruction in one of the student's houses. Maria is a volunteer, and the eight persons she travels to see are her students in the USAID-sponsored *Educadores* program that brings basic education within the reach of people who, due to age, work, or life circumstances, are unable to attend regular school.

Maria and other facilitators donate two to three hours of time each day to help young people and adults with their studies. Facilitators may be housewives, farmers, teachers and retired teachers, public employees, or business people. One of every three volunteers is a former student in the program. Their average age is 30, 60 percent are female; and over 80 percent live in rural areas.

What makes them different is their desire to serve their communities. Over 90 percent of the volunteers participate in civic activities in their communities, in addition to helping students in the *Educadores* program. While their average income is only \$180 a month, the value of the time these men and women donate to their communities averages \$500 a year, a combined value of more than \$2 million a year. When asked why they serve as volunteer facilitators, 99 percent explained that they are doing so to help their communities.

Maria, like two out of three volunteers in the program, has completed six grades of education, and, with additional training from *Educadores*, she qualified as a facilitator for her students. But she realizes that in order to keep up with her students, who would like to continue their studies and complete middle-school grades (grades 7–9), she, too, should return to school. She does not have the qualifications to be a facilitator beyond the 6th grade level.

Maria has asked the agency that administers the program for USAID to help her find a qualified middle school facilitator for her eight students. She will then pull up a chair at the table and join them in their studies—not as a teacher, but as a student.

person years of schooling, with an estimated \$282 million increase in lifetime earnings among people who have participated in the program.

MALAWI: DRAMA INSPIRES RURAL COMMUNITIES

Matthews Beza of Mzimba District in Malawi came close to dropping out of school at age 14. A strong and determined child, he was orphaned and living with his grandfather, Lywell Beza, who made him herd cattle most of the day and discouraged school. But when a USAID-sponsored campaign began mobilizing students, parents and community leaders to improve their schools, Matthews's grandfather changed his mind. Now Matthews has a new future.

The campaign is a project of the government of Malawi, funded by USAID, and it works in communities like Matthew's to advocate for quality education. Its methods are innovative and effective: an acting troupe affiliated with the University of Malawi presents the challenges to education in the form of a play to representatives from the school, who then enlist students to take the message to the community. The students plan and lead "school press conferences" in which they practice communication skills and teach their peers about issues such as HIV/AIDS. They also use the press conference to convince the community that schools are important and show how families can help strengthen them.

Matthews was one of the reporters for his school's press conference. When Mr. Beza heard his grandson argue the value of education, in excellent English, he was convinced. He took over the cattle herding to allow Matthews to attend school regularly and have time to study. Matthews now plans to become a veterinarian, a choice that reflects both his ambition and the experience he gained herding his grandfather's cattle.

The average annual income in Malawi is \$160 per person. Eighty-five percent of the population lives in rural

areas, and children are expected to help with younger siblings and on the family farm. Teachers say that such children are often late or absent or sometimes simply too tired to concentrate in school. Orphans, many of whom have lost parents and other adult relatives to AIDS, are especially vulnerable.

But such challenges can be countered with projects that aim to change attitudes and effectively marshal the community's resources. The school committees that mobilize the students also organize the construction of latrines and benches, raise money for bricks and build classrooms. The Malawi project has succeeded beyond expectations and its methodology is already being adopted in Zambia, Angola, and Mozambique.

MOROCCO: VILLAGE IMPROVES SCHOOLS FOR GIRLS

Parents in Morocco make careful, practical decisions when deciding whether to send their children to school. If the schools provide quality education, they willingly send their children to school year after year, even if they need to make sacrifices and accommodations in order to do so. Thus, the key to increasing enrollments and retention in schools is to make them better.

At the request of the Moroccan Ministry of National Education, USAID developed a program to foster a



CREATIVE ASSOCIATES/MOROCCO

Moroccan program caters to the educational needs of girls.

school environment that encourages learning and enlisted community support for education. The program began in eight of the country's provinces and is now in its second phase of working at the regional and, increasingly, national levels.

Through the Morocco Education for Girls program, USAID first trained Ministry staff, teachers, school directors, inspectors, teacher trainers and education planners in new management techniques and teaching methodologies. It developed multi-media centers in teacher training colleges and set up a Web site for use by the Moroccan education community. Parent-teacher associations were empowered to be more effective.

When the FIQH (religious leader) of one small village was asked to help establish a PTA, the association began with a small project: refurbishing a room that could serve as the school library. The FIQH, named Abderrahim, became enthusiastic about the education project and agreed to run the library during the summer, when the teachers were away. Larger projects soon followed, including one to build a multipurpose room to be shared by the school and the community.

USAID also worked through a Moroccan volunteer organization to set up a "scholarships for success" program that allows rural girls to go to middle schools, which are usually in towns far from their home communities. The project runs dormitories for girls and is funded by the private sector and is managed locally by smaller partner NGOs.

To make schools more responsive to the educational needs of girls, USAID assisted in the development of a more supportive and comfortable school environment and curriculums more relevant to girls' everyday lives. These improvements also made schools more attractive for boys, with the result that enrollments increased dramatically for all children. Girls, however, did especially well: in 2002, 41 percent of the children enrolled in 6th grade were girls, compared to just 16 percent eight years earlier, at the start of the program.

Encarnación practices writing with her daughter. She and other Guatemalan women are learning to read and write through a USAID-sponsored adult literacy program.

GUATEMALA: LITERACY GRADS EDUCATE THEIR OWN

After participating in USAID-funded women's leadership training activities for most of a year, Encarnación and other women from Chiché decided that what they most wanted was to learn how to read and write. USAID helped to set up a literacy program using its new integrated community literacy model, and three times a week, Encarnación and other mothers from the village attended classes with their sleeping infants on their backs and their preschool sons and daughters at their sides.

The mothers learned first to write their names, a basic literacy skill they were anxious to learn so that they would no longer need to use a fingerprint to sign official documents. Then they began to learn to read and write, as did the younger children. But their five- and six-year-olds learned much faster than they did.

Things might have ended there, but these women had confidence in their own opinions and felt free to express them and work toward solutions for their problems. They decided that it would be best if their five- and six-year-olds had their own classes, tailored to their age and interests. They identified what would be needed to achieve this goal: money from the municipality to fund an early childhood center and volunteers to work there with the children. They met with teachers, community leaders, and Chiché's mayor, who guaranteed the money for the pre-school. The Guatemalan



USAID/GUATEMALA



USAID/INDONESIA

Democratic classrooms as early as kindergarten are the aim of a USAID-supported program in Indonesia.

Ministry of Education agreed to accredit it, and USAID offered to train the volunteers and provide materials. Now, Encarnación practices her letters at home with her young daughter each morning. Just as soon as her husband leaves for the fields and her older children have gone to school, she sweeps her dirt patio clean, and she and her daughter trace letters in the dirt with a stick or stone. When Encarnación and her colleagues attend the integrated community literacy classes with their babies and toddlers, their older children are busy at the early childhood center, learning skills that will better prepare them for primary school.

IMPROVED DELIVERY OF EDUCATION

The era is over when all residents of developing countries needed in order to function as workers, citizens, and parents was basic literacy and numeracy and perhaps some employment-specific skills. The emphasis of instruction in the new millennium must be on learning how to learn and on the provision of foundational skills that will sustain the individual for a lifetime. USAID promotes quality learning in classrooms and other venues with programs that support, among other things, early childhood education, new approaches to teacher training, innovative pedagogies, and the introduction of new information technologies.

INDONESIA: STUDENTS PRACTICE DEMOCRACY

In an Indonesian kindergarten, a child is learning democracy at the morning class meeting. When she talks, the others listen respectfully, and together with their teacher they discuss their choice of activities for the day. While they manipulate building blocks, paint, sand, and water, the children learn to question and reason and to respect the differing learning styles and abilities of their classmates.

The introduction of these activities, which represent a departure from traditional top-down styles of instruction, has been made possible thanks to grants from USAID. The response among schoolchildren, parents, and teachers has been enthusiastic. Says one parent: "When will this program move into the primary school? I cannot imagine my son leaving this type of learning when he moves to grade 1." A teacher comments: "The children really like choice time and use it freely."

Young children are not the only beneficiaries of USAID's programs to develop democratic classrooms in Indonesia. In a program for older children, students work with their teachers, families, and community leaders to identify local problems and propose solutions. They present their ideas to their classmates before a jury of townspeople who evaluate their proposals on

such topics as how to reduce student fighting, educate people about HIV/AIDS, or help street children.

Not only do these students participate more in civic activities as a result of this program, but their proposals are often implemented as well. Each of these successful programs speaks directly to USAID's main goals in Indonesia: to provide support to reforms that sustain and broaden Indonesia's political and economic transition to democracy and to strengthen the capacity of key institutions so they can meet the needs and expectations of the Indonesian people.

ETHIOPIA: TEACHERS PROMOTE ACTIVE LEARNING

All teachers want to teach effectively, and good training programs are not hard to find. But they may be difficult to access, especially for teachers working in small or isolated schools far from teacher-training institutes and libraries. USAID has backed innovative programs to address this challenge. One such program in Ethiopia makes it possible for educators to study for their masters in education or primary school teaching diplomas through distance education; another provides in-service teacher training for teachers in clusters of six to eight schools, bringing them together in one centrally located school to learn new classroom techniques and approaches.

The masters program is well on its way to graduating its fourth group of students, with an 80 percent graduation rate. In the diploma program for primary school teachers, 21,400 teachers, approximately half the primary school teachers in Ethiopia, will have graduated in 2003. USAID will keep this program going until all the primary school teachers in the country have received their diplomas, a goal that should be achieved by 2007.

Teachers in the in-service training program have learned to establish student-centered classrooms and to enhance gender sensitivity. They also learn how to give positive reinforcement for student participation and how to make the best use of visual aids, and use small groups in the classroom, all methods to ensure

that children learn better in a supportive school environment. The teachers in these school clusters were able to access libraries of reference materials and teaching aids; where mobile libraries were more effective than libraries housed in structures, they were provided. When it was noted that the numbers of women teachers had barely risen in a seven-year period, USAID introduced mentoring programs and other new ways to retain and promote them.



Teachers at the Baltodano School in Nicaragua credit BASE and its new teaching methods for their school's success.

NICARAGUA: RESOURCE CENTERS INTRODUCE MODERN PRACTICES

At the Maria Olivia Baltodano public school in Los Rizos, a small community in rural Nicaragua, students cluster their desks in small groups as they work together. Teachers are constantly on the move in their classrooms, coordinating the learning activities and giving students individual attention. Inside the classrooms, learning centers equipped with teacher- and student-made didactic materials encourage hands-on learning.

The teaching methods used at this school are part of USAID's efforts to help reform Nicaragua's educational system. The USAID basic education project in Nicaragua, BASE, is a long-term effort to improve basic education quality by promoting modern teaching



Nomvula Tsehla, a teacher at Minerva High School in South Africa, and her student, Audrey Molaudzi, show off one of the science kits.

USAID/SOUTH AFRICA

methodologies and community support for schools. Working with Nicaragua's Ministry of Education, USAID has set up a network of 170 model schools throughout the country.

Under phase one of the project, all of Nicaragua's 20,000 primary-school teachers and administrators received basic training in modern teaching methods. BASE II, which began in 1999, is expanding reforms begun under BASE I, with increased emphasis on rural education, bilingual education in Nicaragua's Caribbean coast region, parent and community involvement, and educational statistics and applied research.

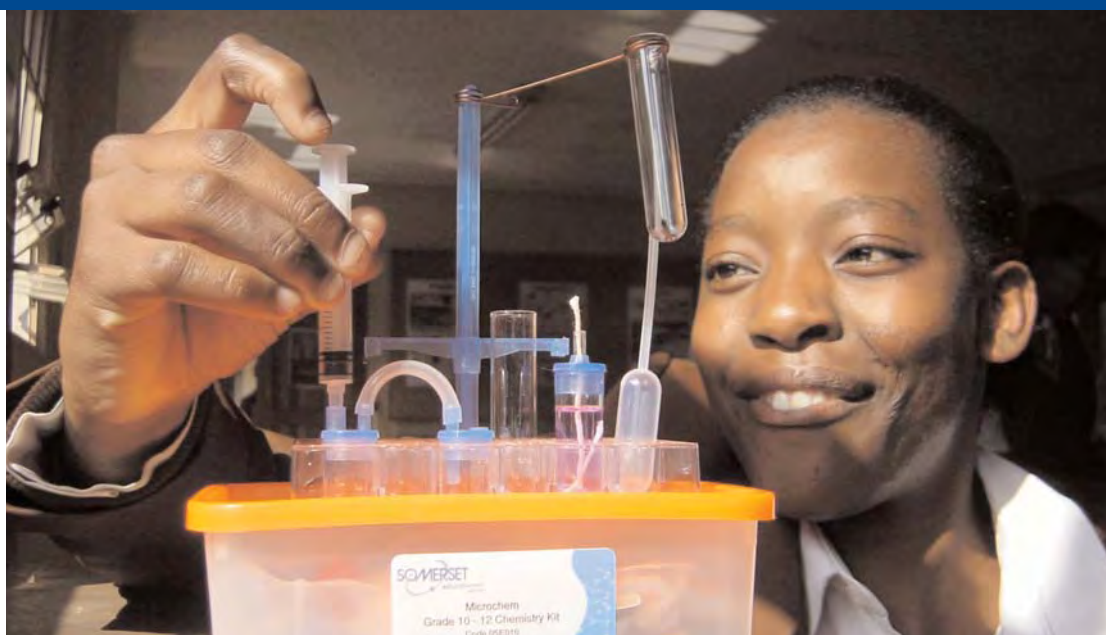
The project funds 28 fully-equipped resource centers, where teachers have access to video equipment, computers and photocopiers to produce their own teaching materials. These resource centers also serve as workshop sites, where teachers and administrators from different schools can meet and exchange ideas and experiences. A corps of 120 master teachers from the model schools train other teachers.

The program also includes a strong alliance between the country's eight teacher training schools. Many future educators do their student teaching at model schools where they are mentored by teachers trained in new techniques.

According to statistics, and, more importantly, testimony by teachers, parents, and students, the USAID's BASE program is working. Students in model schools have a 20 percent higher completion rate than the national average. Leslie Ramirez, a 13-year veteran teacher at the Baltodano School, credits the new teaching methods with the schools' success: "Students learn more from each other when they have a chance to construct their own knowledge."

SOUTH AFRICA: SCIENCE KITS EXCITE TEACHERS AND STUDENTS

South African science teacher, Nomvula Tsehla, stays after school nearly every day. But she does not complain. After 14 years of teaching chemistry and physics without any tools, the Minerva High School teacher said, "I'm glad my students in Alexandra Township ask to stay late. They can hardly wait to experiment with the new micro-science kits provided by USAID this year." One of the 700 learners in Nomvula's classes recently announced her decision to become a pharmacist. Nomvula is pleased about 16-year-old Audrey Molaudzi's ambition and said, "I want to encourage more girls to pursue occupations in the sciences."



USAID/SOUTH AFRICA

Audrey Molaudzi works with one of the new science kits supplied to her South African high school in hopes of one day becoming a pharmacist.

A serious and lasting deficit in education was caused by the leadership's determination during apartheid to keep science and technology education out of the hands and minds of most South Africans. USAID works with the government and businesses to assist 102 schools dedicated to mathematics, science, and technology to redress this injustice in two ways: strengthening teachers' skills in teaching these subjects; and providing laboratory equipment (science and math kits) for the first time to formerly disadvantaged youth.

Nomvula said she appreciated the training course USAID sponsored for her, adding, "This is the first time our school has had modern science kits." Students previously had to congregate around a single demonstration area to observe experiments. Learners were seldom able to handle scientific apparatus and struggled to correlate theory with reality.

The science kits also mean hands-on opportunities for 14,134 learners to explore the mysteries of science in the Francis Baard district of the Northern Cape. Teacher and student guides accompanied the micro-science kits USAID helped provide to 62 schools in this district. Science laboratories are virtually unknown in previously disadvantaged schools, and textbooks don't bring the lessons to life. These science kits are a step toward reducing the disparity that exists between disadvantaged and well-equipped schools of the more

privileged learners. The materials also serve indirectly to increase the skills of under-qualified teachers found in many schools.

ETHIOPIA: NEW INITIATIVES ATTRACT GIRLS

In 1995, barely one-fourth of children attended school in Tigray and the region known as the Southern Nations, Nationalities and Peoples. By 2002, thanks to the USAID program, fully 61 percent of them did.

The surge in enrollments was especially notable among girls, whose enrollment rate in Tigray went from 38 percent in 1995 to 76 percent in 2002. In the Southern Nations region, the rate tripled, from 17 to 51 percent. Girls in schools assisted by the program were also helped by better quality instruction: they did not repeat grades as much as girl students in other parts of the country; repetition rates were so low that the drop in numbers exceeded USAID's target for the year.

The figures on increased school enrollment and retention rates bode well for Ethiopia's future. As more children go to school, and particularly as more girls enroll, more of the population can participate in the economic and democratic development of the country.

USAID wants to encourage Ethiopian parents to see school as something desirable for their children, includ-

ing their daughters. It supports measures as simple as the provision of sanitary latrines and as wide-reaching as retooling the curriculum to be more student-centered, to avoid gender bias, and to include more elements relevant to the daily lives of people in the area. To this end, USAID works with local communities to tailor the curriculum to their needs, inviting local experts and teachers to jointly design texts and lessons that fold elements of the conventional curriculum into an applied teaching approach.

USAID is now taking the wide array of measures that worked so well in Tigray and the Southern Nations region and applying them nationwide. Eventually, the program will be extended to all public primary schools in the country and reach more than 8 million children.

ZAMBIA: INTERACTIVE RADIO REACHES OUT

The words "information technology" may not immediately bring to mind a cluster of children sitting round an inexpensive radio in rural Africa. Yet this is precisely what USAID's basic education program is making happen in Zambia. With the Zambian Ministry of Education, USAID has supported the development of interactive radio instruction for children who are unable to attend conventional schools. Through this program orphans, school drop-outs and other children, especially girls, are able to complete their primary school education, learning not only the educational basics but also essential life skills and facts about HIV/AIDS.

The program grew from only 21 centers in 2000 to 369 such centers in 2002 serving more than 11,000 children in grades 1 through 4, half of them girls. Broadcast quality also improved when digital equipment was installed, and local technicians who before their training were not computer-literate were taught to operate it. By the end of 2003, the program was expected to grow to a total of 500 learning centers.

Attending community-based learning centers for an hour every day, children learn from the radio and a trained facilitator, who also serves as a mentor. About 100 half-hour radio broadcasts provide the basic curriculum (as measured on a criterion-referenced test conducted by an external evaluator from the University of Botswana, and validated by a USAID-hired independent consultant).

One useful innovation in the interactive radio instruction program is the inclusion within each lesson of five minutes of instruction on life skills and HIV/AIDS. The Zambian Ministry of Education has also begun designing and disseminating HIV/AIDS messages for the general listening public during the 15-minute intermission between lesson broadcasts. USAID helped train 20 writers in HIV/AIDS message development and delivery methodologies, including a much more explicit curriculum on life skills for HIV/AIDS prevention and a more coherent scope and sequence for life skills in grade 4.

As information technology goes, a radio is a modest piece of equipment. But it is perfect for providing low-cost, accessible basic education for children who would otherwise miss out on school. Adults in the community also benefit from these programs, as they work as partners or train to provide the services. USAID's overall education program in Zambia includes assistance to schools, community involvement and education management; among all these interventions, interactive radio instruction stands out for reaching directly to Zambia's most vulnerable and valuable resource: its children.

UGANDA: TEACHERS LEARN AND SHARE ON-LINE

Gertrude Ssebugwawo had heard of the Internet, but, as she put it, she "could not imagine what it was and how it



Gertrude Ssebugwawo is using technology to upgrade her skills and the skills of others.

USAID/UGANDA

worked.” That was before she took advantage of a USAID information technology program in Uganda that aims to bring computer technologies to nine of the country’s primary teacher colleges.

Ms. Ssebugwawo is the deputy principal of the Nnegeya Core Primary Teacher College, a rural college in southwestern Uganda. Before they had access to the Internet and the distance learning programs that it makes accessible, the costs for rural teachers and tutors to travel to training programs was prohibitive. Now that Ms. Ssebugwawo has been trained by USAID in computer and Internet skills, she has enrolled in a distance learning program run by the University of South Africa (UNISA).

USAID’s information technology program in Uganda is known as Connect-ED. It supplements traditional methods of teacher training and provides them with the skills necessary for a new type of collaboration in Uganda—online communication and learning.

Approximately 2,400 student-teachers at these colleges can now “talk” on a national and global forum without leaving their computer labs. The activity has made new teaching curricula more available and accessible to teachers and teacher-tutors in pre-service and in-service training and has built training capacity among teacher-tutors.

Ms. Ssebugwawo accesses the Internet from her college’s new computer lab, also provided by USAID. “Recently, just by the touch of a button and within one minute,” she remarked, “I connected to UNISA, thanks to USAID and all those involved in Connect-ED!”

PAKISTAN: EARLY CHILDHOOD EDUCATION ADOPTS ACTIVITY-BASED EDUCATION

“Teaching children through play is a great thing to do,” says Saeeda, principal of the Government Girls Primary School in Rawalpindi, Pakistan. Nighat, a teacher at the Islamabad Model College for Boys, agrees: “Children come up with such original and funny things when they

are given the opportunities to speak and create.”

These two teachers are among the 274 educators, representing 92 primary schools and preschools throughout Pakistan, who have taken part in a USAID-sponsored early childhood education program that fosters an activity-based learning environment in child-centered classrooms. It is among the first of many education initiatives planned in partnership with the Government of Pakistan and local district governments.

The program trains and supports the teachers in three areas of the country. It provides rugs for the children to sit on as well as materials such as wooden rods and shapes for learning basic mathematical concepts. Each classroom receives colorful and easy-to-read storybooks in Urdu and English, crayons (30 sets for a six-month period), colored paper, scissors, glue, and other necessities to promote the creativity, imagination, and individuality of each child.

A classroom built around four activity corners (literacy, mathematics, art, and blocks) represents quite a change from traditional teaching methods and classroom structure. The enthusiasm of the children and parents demonstrates that the changes are welcome.

One teacher, Uzma of the Federal Junior Model School in Islamabad, recounts how the mother of one of her pupils came to read aloud to the class: “The children were fascinated that the mother of a friend was in the classroom reading to them.” The mother now comes to volunteer twice a week, sometimes working on mathematics skills, sometimes working in one of the other areas of the classroom.

ENHANCED INSTITUTIONAL CAPACITY

Individual schools and teachers need the support of well-managed educational systems if they are to operate efficiently and effectively over a sustained period. A wide variety of USAID education programs pursue this objective of institutional

strengthening through policy reform and the building of strategic partnerships with local governments, NGOs and other voluntary organizations, and the private sector.

Since developing countries too often build education systems from the top down that turn prove costly and overly bureaucratic, USAID programs place special emphasis on promoting improved management and community involvement. They also emphasize performance-based management and related accountability mechanisms.

MALI: PARENTS GAIN CHOICE AND VOICE

Aminata Haidara's father is so opposed to the idea of a state-controlled, non-religious education that he will not allow the subject to be brought up in his house. Nonetheless, Aminata's two girls and four boys are all learning to read and write in a school the community established with the support of USAID Mali's education program.

Over the last three years, Aminata has become very involved in their village school. She and her neighbors in Farako were given the tools they needed to manage their school effectively. They hire the teachers, purchase learning materials, and monitor classroom instruction to ensure that the education their children are receiving is

appropriate and doesn't run contrary to their religious beliefs. Aminata and her husband have even learned to read as part of the program.

"Learning to read has helped us better appreciate the value of education and has helped us do a better job in managing the school," said Aminata. "I used to regularly take my children out of school to help out in the house or the field. I now prefer them to stay in school."

Parental and community involvement is a key aspect of USAID Mali's education program. It allows parents like Aminata to have a voice in their children's education while also providing a trusted alternative to religious schools in the area.

Aminata Haidara feels that parental involvement in the Farako school has led parents to better appreciate the value of an education. It has, in turn, led to improvements in student performance. She hopes that with an education her children will find a better life outside of the small town of Farako.

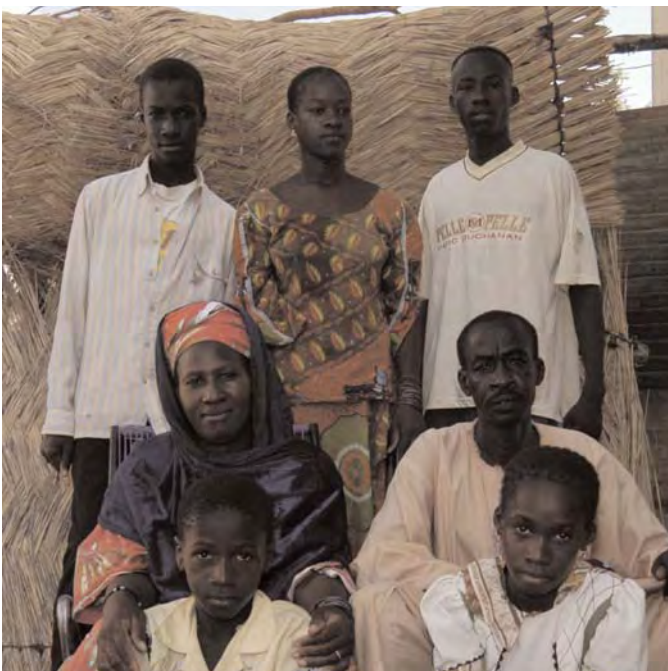
Her oldest daughter is now in her ninth year of school. Although a young man recently asked for her hand in marriage, Aminata refused his request. Aminata believes that both men and women should be able to work and to contribute to the family and the community finances, so she wants her daughter to complete her education before taking a husband.

HAITI: COMMUNITY INVOLVEMENT IMPROVES EDUCATION

USAID experience has shown that two particular strategies, implemented simultaneously, can turn around a weak school system. The first is to involve parents and the community in managing the school. The second is to bring teachers together from a cluster of schools and train them in interactive teaching methods and classroom management, while at the same time showing school principals how to encourage teamwork and staff development.

Aminata Haidara and her husband, Ousmane Coulibaly are seeing changes in the community's attitude toward education since becoming involved in their children's schooling under a Muslim education initiative.

ALEXANDRA HUDDLESTON





Saida Gharib (center) completed a USAID workshop that led to a position teaching women in her Moroccan village to read and write.

A USAID-sponsored program recently took 19 underperforming schools in isolated rural communities in the Central Plateau of Haiti and transformed them into community-owned and -managed schools. School committees organize fund-raising and development projects, and teachers and principals are supported with training and resources.

The results were tangible. Parents in the Maissade commune who wanted good education for their children used to have to send them to schools in a distant town, at considerable expense to the family. Now parents send them to the local school. School attendance is up overall, and dropout rates have decreased significantly. The program has been such a success that it has expanded from 19 to 40 schools in two communes.

Parents historically have not been much involved in their children's education in Haiti, but they have responded well to the opportunities created by this grassroots program. In the course of working to improve their children's chances for the future, they have used democratic tools and practices such as voting, open discussions, and group projects and decision-making.

The communities have also learned the benefits of pooling their resources. Parent-teacher associations from the same cluster of schools that came together for the training of the teachers have also banded

together to solve a problem that concerned them all: the high price of textbooks and the difficulty of acquiring them. With support from the USAID program, two PTA groups used their combined buying power to open bookstores in their community and offer textbooks at competitive prices.

MOROCCO: ONE WOMAN TRANSFORMS A VILLAGE

Saïda Gharib did not complete secondary school, but she has made building up the village school her mission. Gharib lives in Zaouia Sidi Mssaad, in the far southwest of Morocco, a village that was once the center of a thriving oasis famous for its date cultivation, and that in the 18th century was home to the scholar Ahmed Ben Aciri, whose works on astronomy, geography, and religion are still studied to this day. The town, however, had diminished in importance, many inhabitants had migrated away, and the school was in sore need of refurbishment and attention.

Gharib started with the parent-teacher association, which existed at the time only on paper, and made it into an effective organization working for the improvement of the school. With USAID help, she attended a training workshop on leadership skills for women, held in Marrakech. Her energetic performance there earned her an invitation to a training program for literacy facilitators in Fez.

Upon her return home, Gharib opened a literacy course for women in her village. She feels that it is important for mothers to know how to read because children spend so much time with their mothers, learning language and values along with the practical information they need to negotiate their lives.

Gharib did not stop at revitalizing the local parent-teacher association. She also opened a pre-school and, as an accomplished needlewoman who takes great pleasure in sewing and embroidery, she established sewing classes for women in her village.

Gharib, a wife and mother, is part of an emerging and increasingly assertive group of rural Moroccan women who have a mission to improve their communities. She points out that even her remote community exists in a new world, one with global as well as local dimensions and, with the community's effort and God's blessing, she hopes a promising future. In USAID's effort to support women's participation in civic society, in decision-making roles in community organizations such as PTAs, and as literacy facilitators, Gharib represents one of the exemplary success stories.

SLOVAKIA: COOPERATIVE ACTIVITIES INSPIRE LEARNING

Take 22,000 teachers and their students, eight teacher leader groups, a Ministry of Education, a university, three regional teacher-training centers, an NGO, and one good plan. These are the core ingredients for a program, sponsored by USAID in Slovakia, to effect lasting change in teaching practice and school management so that students will be better prepared to live within a democratic society.

Over the last decade, the USAID-sponsored Orava Project has revolutionized education in this formerly communist country. Children in classrooms all over Slovakia now sit in small groups around tables, working cooperatively on projects. Their class assignments call

for them to explore, to express their opinions, and to work together to come up with creative solutions to problems. This kind of learning methodology also teaches them in a very direct way the values of tolerance, of respect for alternative ideas and opinions.

Children love the new teaching methods. "Students like to learn in a more fun way than from dictated notes. Many of us consider it not to be compulsory studying but more like fun," said one. "I remember things fast and don't have to study long," commented another.

The Orava Project has disseminated the new teaching methods widely. It has offered in-service training to teachers; and its curriculum for instructional practices has been adopted by university teacher preparation programs; Comenius University, the country's largest, has with Ministry approval made Orava's school management program the core of its educational leadership program.

This institutional recognition has been matched by teachers' own endorsements. "Students respect each other more, respect each other's peculiarities, differences, when one of them is different from the rest. They are more fair to each other," commented one teacher. "I listen more," said another. "I am more tolerant. My attitude to students, colleagues, as well as parents changed, and cooperation with parents moved on to a whole new level."

JAMAICA: CLASSROOM REFORM REVIVES EDUCATION

Jamaica has always enjoyed a strong education system, but in recent years there have been worrying signs of slippage. National test scores at 4th and 6th grade levels have fallen, and absenteeism and drop-out rates are high. The causes and dangers of this trend are many and deep-rooted, but a program developed by USAID, working with the Government of Jamaica, has shown that it can be reversed.



Natashay Bailey worked her way to a high school scholarship.

Through the New Horizons project, change began in the classroom, with students working cooperatively in groups, using journals and portfolios and developing a greater sense of achievement and connection to the material while at the same time learning valuable social skills. Teachers were trained and given computers and

audio-visual aids to enrich their instruction. Parents and school boards were drawn in to collaborate with principals in the running of the schools.

At 72 poor-performing schools, the New Horizons project has, in just two years, improved test scores and attendance records for both boys and girls and raised confidence and enthusiasm among school principals and teachers—so much so that the principals have formed specialized administrator groups to train others in the improved management methods they have learned.

Classrooms are still overcrowded, and social problems have not gone away; but the children are doing better across the board, and some have even excelled. An example is Natashay Bailey, who had very average grades two years ago but whose 6th-grade test results were so good that she won a coveted scholarship toward her secondary education. Not only that, Natashay was the mathematics champion for her parish. The Agency's innovative New Horizons Primary School Project has made all the difference.

The New Horizons Program aims to “build young minds,” but it does more than that. It brings the community together.

GUATEMALA: PARTNERSHIPS BRING SCHOOLS CLOSER

In the remote coffee-growing areas of Guatemala, children often live ten miles or more from a school, making attendance difficult if not impossible. This was the situation for 80 families living on and around the coffee farm of Sr. Rodrigo Salomon Villatoro Caceres until USAID brought together a coffee exporter, a multinational company, a local NGO, and a farmer to build a school for the children.

The multinational company, which buys coffee grown in the region, is The Procter & Gamble Company (P&G). Markus Schneider of the coffee-exporting company Waelti-Schoenfeld, had approached P&G with the idea of building a school on the Los Cerros y Anexos farm, in San Pedro Necta Huehuetenango. Procter & Gamble understood right away that this was a project worth supporting. But there were many unknowns. What were the priorities in education in rural Guatemala? How would the school get built, and by whom? How would it be run? To answer these questions, Procter & Gamble approached USAID, and USAID quickly put P&G in touch with Mynor Maldonado of Funrural, an NGO that had already completed several projects for USAID and that had expertise in designing programs that encourage rural families to send their children to school. Within a week of receiving the request, Funrural had a plan.



Quality basic education for children in rural Guatemala is improving through community partnerships that make schools more accessible.

The result was a school that was even better than the one envisioned. Waelti-Schoenfeld would oversee the construction and administration of the school; Proctor & Gamble would donate the \$26,275 needed to build the school and run it for its first two years, after which Sr. Villatoro would assume responsibility for the school's operation. And the children of those 80 farm families will now have quality basic education within their reach.

COLOMBIA: BUSINESS LEADERS BECOME PARTNERS IN EDUCATION

USAID recognizes that business leaders can be important partners in programs for educational reform. In countries throughout Central and South America, the Agency has sponsored programs that bring together business groups and public entities such as schools and municipalities to improve the quality of primary and secondary education and to make it accessible to more people.

In Colombia, for example, three entities came together to develop the Educación Compromiso para Todos project: a major publisher, the Restrepo Barco Foundation and the Corona Foundation created by the Echeavarría Olózoga family and the Corona Organization. The project's name can be translated as "Education: Responsibility of Everyone," and it signals the importance of broad participation in the nation's schools at all levels of the community.

The Corona Foundation is responsible for a key element of the program: an education "report card" that is both a tool for tracking and evaluating educational progress in the nation and a spur for action. Each report card is a user-friendly and authoritative report consisting of an executive summary, a statistical appendix and bibliography. The report card can be used by anyone interested in improving the quality and accessibility of education in Colombia. It shows graphically where resources should be directed, which policies are working, and where the challenges for the future lie.

Report cards are also produced for other countries of the region, and they are clearly having an impact. In Honduras, for example, President Ricardo Maduro used his country's report as a framework for discussing the educational policy of his new administration and designing strategies. Colombia plans to create such report cards at sub-national levels. Ministries of education throughout the region routinely participate in launch events and respond to findings. Demand for copies is also high in higher education institutions.

MEETING SPECIAL NEEDS

Some situations that USAID encounters cry out for interventions that defy the usual educational categories. The Agency is constantly on the lookout for cross-sectoral strategies for meeting local needs, such as health and nutrition screenings and other interventions to improve student access and learning. The most dramatic instances of such interventions are the Agency's efforts to address the HIV/AIDS pandemic as well as the wide-ranging and critical needs of countries that have recently emerged from wars or other political and social crises.

AFGHANISTAN: CHILDREN RETURN TO SCHOOL AFTER POLITICAL TRANSITION

The Afghan people value education highly. When schools reopened in March 2002 after the fall of the Taliban government, more than one million more students enrolled in school than the most optimistic estimates had anticipated.

USAID was prepared to assist Afghanistan's school system within months. In the first year, the Agency provided 10.6 million textbooks for grades 1 through 12 and 30,000 basic teacher-training kits. Because food was a valuable commodity (and the value of currency uncertain), 50,000 teachers received a salary supplement in the form of food, representing 26 percent of their income during this period. USAID also rehabilitated 142



CREATIVE ASSOCIATES / AFGHANISTAN

Primary school enrollment is increasing significantly, particularly for girls, since the fall of the Taliban government in Afghanistan.

schools, day care centers, vocational and teacher-training schools, including the Kabul Teacher Training College.

USAID also invested in institutions that complement the education program, such as independent, professional media. USAID supported Radio Afghanistan, and Afghanistan's first independent radio station trained radio and print journalists to produce a weekly magazine, and distributed 30,000 radios as well as documentary films on policy and health issues across the country. The Agency's long-term plan is to use radios and other nonformal public education vehicles to promote conflict reconciliation and to provide a means for distance learning so that educators and children in isolated communities can participate in the country's emergence as a democratic nation.

The results from Afghanistan show that this emergency aid is working. The primary school enrollment rate is already up to 60 percent of all eligible school children, of whom 30 percent are girls. Not long ago, only 38 percent of Afghani boys attended school, and only 3 percent of girls. USAID's goal is to maintain this momentum and to extend the values of free and open schools to all of Afghanistan's children.

SUB-SAHARAN AFRICA: EDUCATION PROGRAMS SUPPORT HIV/AIDS PREVENTION

Zambia is losing four to five teachers a day to AIDS, and the need to replace deceased teachers in Swaziland

has raised the cost of recruiting and training by 80 percent. In fact, experts predict that HIV/AIDS will orphan as many as two million children in Africa by 2010. The effects on already taxed education programs throughout Sub-Saharan Africa are systemic and far-reaching, and call for new and creative interventions.

USAID has responded with major initiatives that bring together experts from the health sector and partners worldwide. The Agency has sent a mobile task force to various countries in Southern Africa to hold workshops with ministry personnel and educational planners. USAID's technical support and workshops conducted by the University of Natal mobile task force led to the incorporation of HIV/AIDS awareness into the planning frameworks of the ministries of education of Ghana, Malawi, South Africa, Uganda, and Zambia.

Since 2000, USAID also has supported the development of management and training tools so that countries cannot only project supply and demand but monitor and evaluate what is happening in schools. With its partners in the education sector, USAID has designed and implemented HIV/AIDS-related curricula. Radio programs and thousands of copies of a documentary video have been distributed in the space of two years.

The Agency-sponsored video, "Forgotten Children," and its companion guide focus on strategies to better the lives of orphaned children and to think creatively about the needs of children affected by HIV/AIDS. It goes directly into schools and reaches many people respon-

sible for education planning and support, such as NGOs, USAID missions, donors, and universities. USAID has supported the use of distance radio activities, particularly in rural Zambia where a radio is the best means to respond to the challenges of HIV/AIDS.

The deaths of trained teachers undermines education reform initiatives that are vital for development in Africa, while the increasing number of orphans and vulnerable children and their need for special care and attention place a severe burden on scarce resources. To meet this challenge, USAID is enhancing the knowledge and understanding of HIV/AIDS among education providers, in addition to working directly with teachers and children in the schools.

SOUTH AFRICA: MUPPET EDUCATES PRESCHOOLERS ABOUT HIV/AIDS

Kami is a lively, sensitive, inquisitive five-year-old female Muppet, who also happens to be HIV positive. She joined the highly successful Takalani Sesame program in 2002. The program, based on the Sesame Street model and originally designed to address the needs of preschool children and caregivers through radio and television broadcasts and outreach materials, illustrates the impact that a single activity can have.

Takalani Sesame, which is a co-production of Kwasukasukela, Sesame Workshop, and Vuleka Productions, was launched on July 31, 2000, through a grant from USAID and its partners, the South African Department of Education, SABC Education, South African Airways, and Sanlam.

Africanized Muppets are being seen and heard throughout South Africa, and in other countries in the region. Kami creates an opportunity to de-stigmatize the epidemic's victims and to equip children with the knowledge, attitudes, and skills to help them cope with HIV/AIDS. The public-private-partnership sponsoring the activity ensures its survival.

Rave reviews have poured into the production office and to USAID from enthusiastic viewers. A young Vandan girl living in Katlehong wrote to say: "I love Takalani Sesame. It is the most educational program.... I would like to thank the people who came up with the name, 'Takalani' ['be happy'], because it is my language. Thank you for bringing this educational experience on the TV." A 31-year-old mother of three from Pampierstad (Kimberley) working with preschool children wrote to say that Takalani Sesame provides important education for both young and old. "Children learn through playing," she noted.

A radio version of Takalani Sesame has been launched across South Africa so that additional children can benefit from this educational opportunity. Each program is a fun-filled, interactive learning experience for pre-school children, which makes the educational material come alive with music, drama, and comedy. Since only one in nine children nationwide has access to pre-school learning, Takalani Sesame on radio will help fill the gap and bring effective HIV/AIDS programming to children and their caregivers in rural communities of South Africa.

USAID/SOUTH AFRICA



Kami, the 5-year old Muppet, helps to teach South Africans about HIV/AIDS.

ZAMBIA: SCHOOL HEALTH AND NUTRITION IMPROVE LEARNING

Precious Banda is a grade 6 pupil in a Chipata district basic school—a quiet girl who participated little in school and often fell asleep at her desk. She was also frequently absent. When she was in school, she was usually found on the sidelines in school sports activities.

When the school began participating in USAID's pilot school health and nutrition program, a sample of students were tested for worms and bilharzias. Precious was among those tested and was found positive for bilharzia and roundworms. She was treated for the parasites and given vitamin A and a 10-week course of iron supplements.

Several weeks after the treatment, her headmaster noted that Precious was like a new person. She was now active in class and frequently raised her hand to answer questions instead of sleeping or staying away from school. Her participation in sports had also improved. The class teachers were enthusiastic about the effect of the program, noting the improved general level of performance after the mass treatment of the entire school was undertaken.

Word of the change in Precious and other pupils has spread rapidly throughout the communities, and now there is a greater demand for treatment, even for children not attending school. Other school districts also have heard of the USAID program and are asking when their own districts will be included.

SIERRA LEONE: “EDUCATION FOR PEACE” FOCUSES ON LEARNING AND RECONCILIATION

When regions of Sierra Leone opened up after the country's debilitating civil war, time was of the essence. Thousands of former combatants were streaming home to their villages and coming face-to-face with men and women civilians affected by the war. USAID teams were ready with a program designed to bring closure to the war and to support the process of reconciliation and reintegration among Sierra Leonians.

Unlike other programs of its type, Education for Peace works with both war-affected youth and demobilized soldiers, some of whom had been living “in the bush” since early childhood. The participants in the Education for Peace program make a commitment to attend classes for two to six hours a week for six months to a year. More than 45,000 young people have already been trained to do such things as write their own names, communicate more effectively, manage their emotions, defuse conflicts, and solve day-to-day problems. Health and environmental awareness are also on the agenda.

Their “learning facilitators” have been trained by master trainers to conduct a nonformal, five-module program devised by USAID in 1999 with a broad coalition of Sierra Leonians, experts on war-related issues, and representatives from the United Nations and other agencies.

Early program results are qualitative yet encouraging. One group of young men started a radio station so that news and information could be shared better in their isolated village. Another group kept the peace during local elections. A young woman started up a small business as a tailor. A former soldier became the “head man” of his coastal community.

USAID/ZAMBIA



USAID is working with school officials to provide health and nutrition screenings to eliminate obstacles to student learning.

SALU MANGEH: FORMER COMBATANT STARTS RADIO FOR PEACE

For Salu Mangeh, a former civil war combatant from Tombo village, getting and giving good information is of prime importance. During the war, he notes, “only what your commanders would tell you is what you would hear. We didn’t get any information from the government, so we were completely cut off.”

Mangeh, now a learning facilitator for the USAID-sponsored Education for Peace program, says that the idea of setting up a community radio station developed in talks with a friend after the training sessions. Until then, a village “crier” had gone from house to house announcing events and meetings of interest to the community.



Mangeh set to work with his brother, a mechanic, to construct a simple transmitter. With support from the community they started broadcasting, beginning with materials from the Education for Peace training that they had received. Other USAID-sponsored agencies donated technical and financial assistance, and the Ministry of Information recognized Radio Tombo, AKA FM-96, as an official Sierra Leonean FM station. Tombo community leaders help select the programming, which mixes public information segments with music “to help people forget their troubles,” says Mangeh.

Referred to as the “Voice of the Peninsula Mountains,” AKA FM-96 has often been used to assist in conflict resolution with local community, especially for youth. When local football matches ended in brawls, the station brought players into the studio and asked them what it would take to prevent the fights from starting. The players identified the causes of the conflict, and the station followed up by asking community leaders to call the troublemakers to resolve the problem. In another case, Radio Tombo brought fishermen to the studio to talk about an escalating problem among the local fishing community: One group was using nets that damaged the fish stock, and the other was angry about that practice. The problem was resolved, says Mangeh, “through talks, and with the help of the government.”

When Mangeh reflects on the station’s achievements, he takes no personal credit for its successes: “When people come in,” he explained, “we don’t decide for them – they decide for themselves.” In keeping with his training in USAID’s Education for Peace program, he sees the station as another kind of facilitator.





DEVELOPMENT THROUGH LIFELONG LEARNING

“...A primary education is no longer enough for workers to take part in a global economy. Moreover, higher degrees—academic and technical—are needed to adapt global technology to local settings and to keep up with new advances. So education systems in developing countries must broaden their sights—and U.S. foreign assistance must offer more support for secondary education for the global marketplace.”

Andrew S. Natsios, Foreword, Foreign Aid in the National Interest, 2002

Demographic shifts in developing countries over the next two decades will result in a much larger pool of workers, which experts cite as an important resource for economic growth. Basic education will play an important role in preparing people who can contribute to their own economic and social well-being, but additional investments will be necessary to compete in an ever-changing and interdependent global society. Investments that support the acquisition of life-long learning skills will help sustain economic growth and prosperity.

Recognizing the value of continuing education, USAID is broadening its focus to a sector-wide approach designed to address the specific development needs of individual countries. In addition to basic education, USAID sponsors programs in [higher education](#), [workforce development](#), and [participant training](#) that:

- Build and strengthen the capacity of local institutions to provide quality education and training on their own;
- Help out-of-school youth and adults acquire the knowledge and skills needed throughout their lives to find work and remain employed as the economic base of the country evolves; and
- Provide a range of education and training opportunities to improve the quality of skilled workers and technicians.

USAID-sponsored programs are offered throughout the developing world in partnership with private organizations, colleges, universities, and other non-governmental organizations. Together, these partnerships provide the means for individuals who are beyond the reaches of the basic education umbrella to become more productive and to meet head-on the social and economic issues facing their daily lives and their nations' development.

The benefits of USAID-supported training and workforce development programs throughout the world are

indisputable, and the list of individuals who have participated over the years serves as a testament to the value of such initiatives and the impact they can have. Still, much work remains to be done. At stake are more than 860 million adults unable to read and write and nearly 115 million children who should be in school but are not.

The following sections highlight education and training programs sponsored by USAID in the areas of higher education, workforce development and training, and leadership development and increased capacity.

FORMER PARTICIPANTS OF USAID-SPONSORED TRAINING

Bosnia-Herzegovina

Mirsa Muharemagic Ambassador

Bulgaria

Kostdin Paskalev Deputy Prime Minister
Solomon Passi Minister of Foreign Affairs

Colombia

Luis Carlos Restrepo High Commissioner for Peace
Sandra Ceballos Member of Congress

Croatia

Stepan Mesic President
Ivica Racan Prime Minister
Eljika Antunovi Deputy Prime Minister

Ecuador

Jose Cordero Acosta President of the Congress

El Salvador

Walter Araujo Congressman
Balisario Amadeo Artiga Attorney General
Carlos Quintanilla Vice President
Imelda Jaco de Magana Vice Minister

Jordan

Michael Marto Minister of Finance
Marwan Mu'asher Minister of Foreign Affairs

Kenya

George Anyona Member of Parliament
Phoebe Asiyo Member of Parliament
Joseph Mugalia Member of Parliament

Kyrgyzstan

Jakyp Abdyrahmanov Minister of Justice

Madagascar

Narisoa Rajaonarivony Vice Prime Minister and Minister of Finance and Budget
Andrianalh AndriaRazafy Ambassador to the United States

Malawi

Yusef Mwawa Minister of Health and Population

Mexico

Julio Frenk Minister of Health

Morocco

Agzoul Ahmed Advisor and Chief of Cabinet, Office of the House of Representatives

Peru

Jose Barba Congressman

Romania

Victor Aposolache Senator
Emil Calota Mayor and President of Municipalities

South Africa

William Mothibedi Director of the National Treasury

Zambia

Emmanuel Kasonde Minister of Finance
Patrick N. Sinyinza Ambassador and Permanent Representative to the United Nations

Source: USAID, *FrontLines*, July/August 2003.



South African universities are working with a U.S. counterpart to improve faculty skills, help poor farmers, and create more and better jobs in their communities.

HIGHER EDUCATION IN SERVICE TO COMMUNITIES

An important and emerging trend in USAID-sponsored programs in higher education is community service, which is driving outreach by colleges and universities involved in development. Many U.S. colleges and universities were founded as community-based institutions with a responsibility to contribute to the social and economic betterment of society. Now they are sharing their ideas in principle and practice through partnerships with local higher education institutions in Mexico, Malawi, and South Africa. Their stories are presented here along with descriptions of other initiatives that are building institutional capacity at the local level to improve the health, education, and economic welfare of the communities they serve.

SOUTH AFRICA: UNIVERSITY COURSES REFLECT LOCAL NEEDS

Oregon State University is collaborating with three South African universities under a USAID grant to

develop better facilities and course offerings that will enable local faculty and staff to respond to the needs of the community. The universities are learning how to apply the philosophy of the typical United States land grant college and integrate teaching with research that serves the community.

At the University of Fort Hare, the focus is on developing an accredited bachelor's and master's program in "agroforestry." At Fort Cox College of Agriculture and Forestry, the goal is to enhance the institution's greenhouse and nursery to accommodate entrepreneurial programs that can create jobs and alleviate poverty in the Eastern Cape Province where the unemployment rate is more than 80 percent. The University of Natal-Pietermaritzburg, which has been active in community development since the 1990s, wants to mount a more coordinated outreach effort targeted to poor farmers in the northern KwaZulu-Natal Province.

Each university is pursuing development initiatives that will lead to more job opportunities in the communities they serve and an improvement in the quality of life through economic growth in post-apartheid South Africa.

MEXICO: COLLABORATION YIELDS BUSINESS DEVELOPMENT CENTER

In February 1999, Dr. Victor Arredondo, the rector of Universidad Veracruzana in Xalapa, Mexico, and Dr. Paul Elsner, then chancellor of Maricopa Community College, began a collaboration that today continues to have a profound and far-reaching impact on their respective institutions, students, and communities. The pact they forged created an economic development outreach program for small businesses in the state of Veracruz, with funding from USAID's Association Liaison Office (ALO) for University Cooperation in Development.

The "Microenterprise and Healthcare Initiatives" established a business development center in Veracruz that was modeled after centers in operation in Arizona by Maricopa Community College and a health education component that recruited college students to live for one year in rural and low-income communities of Mexico and provide information on child care, nutrition, and immunizations. Students at Maricopa Community College had been involved in a similar outreach campaign targeted to Native Americans in Phoenix, Arizona.

Since its creation, Centro Universitario Servicios de Empresas (CUSEM) has worked with 198 full-service clients, certified 89 faculty members as business counselors, and placed 195 students in business internships. An advisory council, consisting of local educators, business leaders, and the Secretaria de Economia, oversees the center's activities.

The healthcare initiative has produced equally rewarding outcomes, under the leadership of a full-time director for the university's office of CENATI, Centro de Atencion Integral para la Salud del Estudiante Universitario. In addition to developing its own outreach materials on public health issues, the center has

trained 170 students to work in about 1,400 neighborhoods and has distributed information on HIV/AIDS to about 12,000 university students.

SENEGAL: PARTNERSHIP PROVIDES EDUCATION, TRAINING, AND CAPACITY BUILDING

With few natural resources and a per capita income of \$500 per year, Senegal is one of the poorest countries in the world and struggling to find ways to boost the productivity of its people. Illiteracy, especially among women, and youth unemployment are two of the main obstacles to the country's development. More than 50 percent of the adult population is unable to read or write. Consequently, officials have been unable to create jobs, put more people to work and improve the quality of life for its citizens.

A partnership agreement between Universite Gaston Berger in northern Senegal and the University of Massachusetts Boston is expected to help create more economic development opportunities. The two universities are working to strengthen the role of the local university in providing education and training to the community. In the process, faculty and students are themselves learning to apply established theories on social change to real situations and problems in the local community.



Villagers anticipate the opening of a new community resource center for adult learners in Djougou, Senegal.



Improved production of goat's milk is central to a USAID and university partnership in Malawi to prevent childhood malnutrition.

The arrangement has produced a new community resource center in Djougoup, where adults from the village are learning a variety of income-producing skills, and high school students can enroll in a 10-month course on computers and information technology. In addition to their collaboration on community development activities, the universities are working to improve local teaching, research, and community outreach in the areas of political science, business law, and economics.

MALAWI: UNIVERSITY RESPONDS TO CHILD MALNUTRITION

Faculty, staff, and administrators at the University of Malawi's Bunda College of Agriculture are learning first-hand the importance and value of community outreach in a joint endeavor with Lincoln University of Missouri. The lessons come at an important time in the country's fragile economic and political development. In the process, they are saving lives and improving child nutrition in rural Malawi where food shortages have occurred seven out of the past ten years.

With Malawi facing one of the highest infant and child mortality rates in the world, the goal of the Malawi project is to prevent and treat childhood malnutrition

by improving the production methods for goat's milk and soybean meal. The university partners gave away soybean seeds and seedlings, and implemented a plan to increase milk production and make the local livestock more resistant to diseases and parasites. Bunda faculty conducted workshops, training sessions, and demonstrations of goat husbandry, soy flour preparation, and agro-forestry management.

During the first year of the USAID-sponsored project, university field workers monitored the health of young children in each village at least twice a month. Generally infant and child mortality rates in Malawi are as high as 134 deaths per 1,000 births, and at least half of those children die from the effects of malnutrition. During year one monitoring of children ages 5 and under, researchers found moderately stunted growth rates among seven out of ten children living in the four participating villages and severely stunted growth rates in one out of five children examined.

In the second year, each of the families involved in the project received at least one goat from the cross breeding program, which was expected to produce more milk and easily adapt to Malawi's rugged environment. As part of the nutrition intervention program,

178 mothers/caretakers shared in the distribution, receiving soybean seeds to plant and use later as protein supplement for their children. University field workers continued to monitor the health of the children as well as the family's progress with the goat.

CZECH REPUBLIC: ADVANCED DEGREES LEAD TO GAINS

Martina Lubyova enjoys an illustrious career as one of the first graduates of the Center for Economic Research and Graduate Education-Economic Institute (CERGE-EI), which is also the first western-style, English language doctoral program in economics in the former communist bloc. After completing the degree program, she returned home to work at the Slovak Academy of Sciences and later taught economics at the Bratislava University of Economics.

More than 350 students have attended the economic institute since it was founded in 1991 with funding from USAID and the Mellon Foundation. Accredited in the Czech Republic and in the United States under a charter from the New York State Board of Regents, the program has awarded 50 doctoral degrees to individuals who, for the most part, have returned home to prestigious posts in government, academia, and international organizations and corporations. Lubyova currently works as an employment development specialist in Russia.

Michaela Erbanova, who served as chief economic advisor to the Czech Prime Minister and Finance Minister, now serves as chief executive director and vice-governor of the Czech National Bank while also serving a term as the chief economist for the Czech Republic's Ministry of Trade and Industry. Constantin Colonescu served as research director of the Economics Education and Research Consortium in Moscow before becoming an assistant professor of economics at the American University in Bulgaria.



Students continue to benefit from the former communist bloc's program in economics founded with USAID assistance.

CERGE-EI FOUNDATION

WORK AND LIFELONG LEARNING FOR YOUTH AND ADULTS

The rapid rise of information technology is changing the way people communicate and do business. The most competitive countries are those that make significant and ongoing investments in the education and training of their citizens who adapt to economic shifts by becoming lifelong learners. In developing countries, where literacy is a problem, the need for education and training programs that match worker skills to marketplace demands has never been more evident—or more challenging.

Poverty, high unemployment, and illiteracy rates are well-documented problems for developing countries and communities. The number of children not enrolled in school also poses a number of social, economic, and political concerns. The devastation caused by the HIV/AIDS pandemic is also undermining economic growth in countries that can least afford it, and hastening the overall decline in already fragile education systems. According to a recent study, "HIV/AIDS will continue compromising education systems, degrading their performance by eroding skills, weakening organizational performance, and reducing resources available to redress the problem."

USAID's workforce development initiatives are engaging communities and the private sector in school-to-business partnerships and community development projects that hold great promise. The development projects described in this section are helping individuals gain the knowledge and skills they need to reach their potential and make a difference in their own lives and in the welfare of their communities.

NEPAL: LITERACY AND SELF-HELP EMPOWER WOMEN

More than 400,000 women living in rural Nepal have learned to read and write, and 87,000 more have received basic legal training as part of a six-year literacy initiative sponsored by USAID. Nearly 24,000 women became active members of a self-help savings and credit program to encourage the development of small businesses.

Initially, nine partner organizations implemented the various components of the Women's Empowerment Program, which one study found helped participants become more independent and better able to contribute to the well-being of their families. The organizations opened the process through a competition that enabled 240 local groups to participate. Later on, more than 240 local NGOs, cooperatives and microfinance institutions were enlisted to work with 6,500 community groups. Through this process, thousands of groups, consisting of women only evolved into well managed, member-controlled savings and loan institutions, with literacy training offered as an essential and integrated component.

Under the program, each group loaned its own savings to its members and to other villagers. The interest collected on each loan was redistributed to the group and its savers rather than to a central financial institution. Between 1999 and 2001, the women generated nearly \$1.2 million from saving and fundraising events, an amount that was expected to reach an estimated \$5 million in 2004.

NIGERIA: VOCATIONAL AND TECHNICAL TRAINING BUILDS SELF-RELIANCE

Joy Iruero and Iyamma Emmanuel, recent graduates of a training program geared to Nigeria's hotel and catering

industries, have more than beaten the odds. Operating in an environment of crisis, the two are among nearly 4,000 young people who have benefited from a USAID-supported vocational and technical training program. The program is designed to prepare out-of-school youth for full-time jobs in an economy that is struggling under the weight of increasing poverty. (Per capita income has declined by 75 percent during the past 20 years).

The vocational program nevertheless has made it possible for Joy Iruero and Iyamma Emmanuel to earn a living as employees of Emu Bakeries in Ovwian, Delta State—full-time jobs they acquired after graduation. Both are reportedly excellent workers, praised by the bakery's general manager for their performance and dedication.

Under another Global Development Alliance initiative, the Agency and Chevron Texaco are working together to create a program that will build educational and entrepreneurial skills among students at secondary schools in Idama and Kula in Rivers State. USAID's youth workforce development program is focused on improving the quality of vocational training available to Nigeria's unemployed youth and providing educational and leadership training for in-school youth.

MALI: ADULT LITERACY BREAKS CYCLE OF POVERTY

The life that Yaya Coulibaly once knew in the remote village of Sidabougou, more than 150 miles from Mali's capital, changed forever with the opening of a community school in 1999. Before, Yaya had never had the opportunity to go to school, never held a job, and was not able to earn money for her family.

Yaya is one of about 1,000 adults, almost half of them women, leading more productive and healthier lives

since learning to read and write as a member of the parent-teachers' association program sponsored by USAID. "I can say that my life changed thanks to literacy," said Yaya of her decision to sign up for the course.

Since then, Yaya has been elected to the PTA board, assigned to monitor school attendance, and learned a host of valuable lessons that she says enables her to better care for her family. Her neighbor's children often ask Yaya for help with their school work. More importantly, she was able to qualify for a training program that has enabled her to earn money for her family. She prepares and sells *atiéke*—a staple food like rice—at her local market.

Although her children are not yet old enough to go to school, Yaya says when the time comes, she will send them, whatever the cost, so they can have opportunities she never had.

USAID is focusing its education assistance on programs like the one that is helping Yaya to better her life. Such programs are expanding access to education through community schooling in under-served, rural areas where the Mali government has not been able to support primary education, where an overwhelming majority of the parents are illiterate, and in areas where poverty is most severe.

LEADERSHIP DEVELOPMENT AND INCREASED CAPACITY

Fueled in part by new and more stringent immigration requirements, USAID-sponsored training opportunities in the United States declined from more than 18,600 academics and professionals in 1990 to about 4,400 in 2003. Despite the reduced numbers, USAID's programs continue to play an important role in global development because it targets and supports individuals with leadership potential.

Although fewer participants are being trained in the United States, USAID-sponsored programs continue to assist more than 400,000 people annually with training in their own countries and in third countries each year. Separate participant training programs are administered in Europe and Eurasia, throughout Africa, and in Central America and the Caribbean through the Cooperative Association of States for Scholarship (CASS).

Under these programs, training is either short-term technical training or longer-term, degree-earning academic training for mid-to high-level professionals from the public and private sectors. The training is structured to enable participants to acquire new knowledge or skills that can be used to solve a specific work-related problem or improve on-the-job performance.

EUROPE AND EURASIA: PARTICIPANT TRAINING EXPANDS LOCAL CAPACITY

Throughout the region, individuals have been involved in participant training programs focused on facilitating economic restructuring, easing democratic and social transitions, and increasing institutional training capacity. For example:

- In **Albania**, USAID training assisted Albanian handicraft manufacturers in upgrading their business practices. The experience led one company to add 43 new articles to its product line and increase the number of employees by 18 percent, while another company increased sales by 30 percent.
- In **Bosnia-Herzegovina**, a participant of a USAID-sponsored training lobbied for a series of laws that made it possible for the country's transition to a market-based economy and for corporate standards of governance. The participant, who was named "Bosnia-Herzegovina's Manager of the Year," also grew his small car trading business to



USAID/UKRAINE

Ukrainian faculty members prepare case studies to use in teaching business and management courses. Case studies specific to the Ukraine were nonexistent until introduced through a USAID-sponsored activity led by a team from the University of Minnesota.

a holding company with 750 employees and \$90 million in earnings.

- In [Bulgaria](#), the nation's media association tripled the number of association members, lobbied successfully for legislative changes, and established a training program for members after completing USAID's participant training program.
- In [Romania](#), a group of participants applied their training in emergency management when floods struck their home region. Using organizational and media strategies that they were taught, the former participants set up local command and operation centers and held press conferences to keep people informed.
- In [Croatia](#), the Croatian Mine Action Awareness Center organized a donor's conference after receiving in-country training on de-mining. The group raised more than \$9.5 million for a de-mining project.
- In [Macedonia](#), a group of participants formed the Macedonia Bankruptcy Association, organized a series of seminars and roundtables for its members, and held an international conference with experts from 14 countries, made possible by a USAID training grant. The Macedonia Judges Association managed a training session for trainers at its Judicial Training Center; developed a training manual for judicial training, and provided training for 20 new judges with USAID funding.
- In [Armenia](#), participants in a training program on Small and Medium Enterprise Development successfully underwrote a number of local businesses that have resulted in expansions and increased revenues.
- In [Kyrgyzstan](#), a former participant who now works for the National Securities Commission drafted several pieces of legislation that were adopted by the State Commission. The legislation would require non-banking financial institutions to monitor investment fund activities.
- In [Ukraine](#), after attending the Youth Leadership NGO Development Program, a group of participants established a coalition to strengthen its ability to be more effective through networks and partnerships. The coalition, which consists of 19 youth organizations representing 14 regions in the Ukraine, is becoming an important resource for information.

AFRICA: EDUCATIONAL OPPORTUNITIES PRODUCE NATIONAL LEADERS

The ATLAS (Advanced Training for Leadership and Skills) program, and its predecessor, AFGRAD (African Graduate Fellowship Program) offered higher education opportunities for highly qualified Africans for 40 years. During that time, more than 3,200 individuals from 45 sub-Saharan African countries earned advanced degrees at academic institutions throughout the United States or engaged in professional activities at home. The goal of the programs was to improve the ability of African institutions and organizations to plan and sustain development by identifying individuals with leadership potential and enhancing their technical and/or professional experiences through education and training.

An assessment conducted at the conclusion of the ATLAS program titled, “Generations of Quiet Progress: The Development Impact of U.S. Long-Term University Training on Africa from 1963 to 2003,” provides extensive evidence that the Agency’s investment in long-term academic training has had a level of impact on Africa’s development that would not have been possible without the U.S. experience. The legacy of the ATLAS and AFGRAD programs is represented by the following examples of individual accomplishment:

- In [Benin](#), a participant graduated with a master’s degree and returned home to establish a grass-roots organization, which promotes agricultural cooperatives that encourage the involvement of women.
- In [Senegal](#) a former participant who earned an MBA was an economic advisor to the former President of Senegal before joining the World Bank.
- In [Cameroon](#), a participant who earned a doctoral degree in pharmacy is working on the production of a chemical that blocks the reproduction of the AIDS virus.
- In [Namibia](#), a participant who earned a master’s degree in business administration at Jackson State University in 2002, served as Deputy Director of Customs and Excise at Namibia’s Ministry of Finance.
- In [Uganda](#), a participant whose interests lie in human rights and multi-party democracies in Africa oversaw the conflict management division within the Organization of African Unity at the United Nations.
- A participant from [Cote d’Ivoire](#) earned a master’s degree in computer sciences and founded a consulting firm for computer services in Abidjan. The firm helps public and private organizations make decisions about electronic communications to improve organizational and human performance.
- The program helped a participant in [Kenya](#) complete a doctorate in entomology. The training helped the graduate develop an integrated pest control system that uses insects that are natural enemies instead of chemical insecticides.
- In [Guinea](#), a participant who earned a master’s degree in mineral economics is serving as chief of the Promotion Section of the Center for Promotion of Mining Development at the National Direction of Mines in Conakry.

AFRICA'S SUCCESS STORIES

Charles Ratsifaritana and Albain Rarivoson: Cashmere Manufacturers



Charles Ratsifaritana, deputy director general of Nova Knits, a successful cashmere manufacturing plant in Madagascar, earned a doctorate in physics from the University of Connecticut while **Albain Rarivoson**, the factory's production and quality control manager, received his doctorate in mathematics from the University of Cincinnati. The plant they manage has employed up to 4,000 workers and earned them worldwide recognition for their high standards of operation. Both men are graduates of the **AFGRAD** program.

AFRICA'S SUCCESS STORIES (continued)

Mabel Magowe: Health Care Professional

Mabel Magowe spends most of her time as the head of the Midwifery Training Program at the Institute of Health Sciences. There she works to unify Botswana's nursing education and improve the quality of training and placement offered to students preparing to enter the healthcare profession. In addition to managing the program, she teaches and is active on committees devoted to in-service training and curriculum development.

With a master's degree in public health from the University of Chicago, and expertise in midwifery, she was assigned to the permanent secretary of the Ministry of Health to be a member of the National Task Force on Safe Motherhood. The task force looked at ways to reduce the death rate among women during childbirth. For her part, Ms. Magowe helped to develop clinical standards for obstetric emergency care and high-risk pregnancies and to implement a training program for midwives and doctors in life-saving skills and obstetric emergency care, a program that remains in place today.

She was elected vice president of the East Central and Southern African College of Nursing. She was a member of the Task Force established to review the Nursing and Midwifery Act of Botswana, passed in 1995, and to develop regulatory guidelines for the law.

Kwame Gyekye: Philosopher and Scholar

Kwame Gyekye, a leading scholar at the University of Ghana, began his career as a lecturer in 1961. After earning a master's and doctorate

in Graeco-Arabic Philosophy at Harvard University, he has built an impressive career as an author and internationally recognized authority on African philosophy.

Until Gyekye introduced African philosophy at the University of Ghana, the course in philosophy was entirely European. His efforts, combined with those of other African colleagues, helped to secure wider recognition of African philosophy as a respected discipline among academia world-wide. He has written more than 50 articles, contributed to numerous international journals, and authored 10 books. His most recent work is *Tradition and Modernity: Philosophical Reflections on the African Experience*.

As the dean of graduate studies, he is working to establish an accredited School of Graduate Studies at the university, and he continues to write and give lectures in his field.

Olive Mugenda: University Professor and Dean

As director of the International Linkages Board at Kenyatta University, Olive Mugenda worked to build partnerships with universities in the United States, which have enabled students and staff to participate in exchanges that are enhancing the country's higher education capacity. She was appointed to a university committee looking at education challenges and strategies for the twenty-first century at a time when her country was revamping its entire education system, from primary school through university level and extension work.

One of two women professors on the faculty of Kenyatta University, she was appointed chairperson of the Department of Family and Consumer

Studies and elected by her colleagues to serve as dean of the home economics faculty. She also has co-authored or edited a number of books, including *Home Economics in Africa: Changes and Challenges for the 21st Century* (1999) and *Research Methods: Qualitative and Quantitative Approaches* (1998) both published by the African Center for Technology Studies.

Forward thinking in her approach, she re-conceptualized Kenya's home economics profession with a USAID-supported grant and produced a book, titled *The Role of Human Economics in Kenya: Strategies for Change* (The Kenya Home Economic Association, 1998). The book contains a revised curriculum plan for Kenya's primary and secondary schools and serves as a guide for practitioners and education planners and a manual for career counselors.

Roland Razafimaharo: National Airline CEO

Ten years after earning his MBA from Pace University in New York, Roland Razafimaharo was handed the challenge of a lifetime. In 1996, he was appointed chief executive officer of the newly privatized Air Madagascar in a climate of liberalization. What he faced were the unprecedented prospects of taking the company through a difficult transition period and expanding the operation to compete in a changing marketplace. Working with his managers and employee representatives, he set his sights on becoming the number one airline serving air routes crisscrossing the Indian Ocean.

One of his first tasks was to replace the company's aging fleet of airplanes and negotiate new lease and purchase agreements. Then, he was faced with recruiting new pilots and developing extensive training programs for current pilots, in-flight crews, and

sales and terminal staff. To improve its market share, he implemented a strong marketing campaign, added new routes, and increased the number of flights.

Overall, passenger traffic has increased 60 percent, international passengers have tripled, and revenue has quadrupled. Customer services have improved, and the airline's staff has remained motivated throughout the privatization process.

Kebogile Mokwena: Public Health Administrator

Since earning his doctorate in health education administration at the University of South Carolina in 1998, Kebogile Mokwena has been instrumental in helping to transform health-care services in South Africa. The same year he earned his degree he was among a group of health care professionals who helped to establish the country's first fully operational School of Public Health.

As its senior lecturer and top administrator, Dr. Mokwena is responsible for developing the school's curriculum for its masters and doctoral programs. He also developed the first online course curriculum for the school and serves as an advisor on long distance teaching to other faculty members. Prior to that, students received training offered online under an arrangement with George Washington University.

As a result of the distance learning component, South Africans are able to train as health professionals while continuing to earn a living. In 2000, the school awarded degrees to 120 students, creating the first group of South African-trained public health practitioners. At least 40 of them have been trained to work specifically in the area of HIV/AIDS.

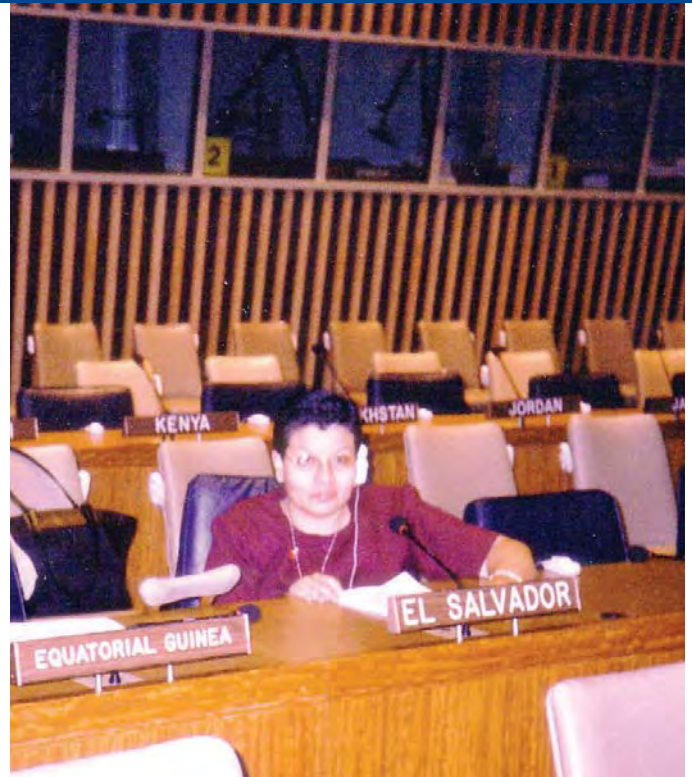
CENTRAL AMERICA: TECHNICAL AND PROFESSIONAL TRAINING YIELDS AGENTS FOR CHANGE

The Cooperative Association of States for Scholarships (CASS) program offers young adults and leaders from communities in Mexico, Central America, and the Caribbean technical education, job training, and leadership skills development. Established in 1985, the CASS program provides two years of technical training and short-term professional training in the Dominican Republic, El Salvador, Guatemala, Honduras, Haiti, Nicaragua, and Mexico. CASS strives to develop people who can then become agents of change within their communities and their countries by sharing their knowledge and skills. Since its inception, the program has provided assistance to more than 5,000 people who otherwise would not have had the opportunity to improve the quality of their lives and those around them. The following are brief descriptions of former participants in the CASS program and their accomplishments.

CENTRAL AMERICA'S SUCCESS STORIES

Dora Baires: Advocate for the Disabled

Like many other children in El Salvador, Dora Baires grew up without access to proper medical care and very little hope that her life could change for the better. Dora suffered permanent damage to one of her legs as a result of negligent medical care. Determined to overcome her physical obstacles, she applied to the CASS program, completed the two-year training program, and returned to Apastepeque to help others achieve their dreams. Within two years of returning home, she turned a farm fishing project into a successful cooperative for the local fishermen. She also helps women with small business development projects and is dedicated to helping disabled people in the community and in other Salvadoran towns through a group called Caminos de



CASS strives to develop people who become agents of change within their communities and their countries.

la Esperanza (Pathways to Hope). Her goal is to provide quality medical care to disabled children and create job opportunities for disabled people.

Luz Aguilar: Interpreter and Advocate

Born in San Miguel, El Salvador, Luz Aguilar is a woman who understands the far-reaching impact of one person dedicated to serving his or her community. As a child she contracted polio. Not one to let physical or any other type of obstacle prevent her from achieving her goals, she worked with ACOGIPRI, in El Salvador developing projects to improve the lives of people with disabilities, particularly the issue of self-esteem.

Luz was awarded the CASS scholarship in 1998. She credits her CASS experience as the catalyst for her involvement in helping others. She trained at Mt. Aloysius as a sign language interpreter and since completing her scholarship, has continued to champion the cause of persons with physical limitations.

She has been working full time for the Landmine Survivors Network in El Salvador.

Carlos Copri: Protector of the Environment

In 1995, Carlos Copri began to fulfill the dream he had ever since he was a young delivery boy in his hometown in Panama. What he wanted was to protect the natural beauty of the landscape that surrounded him as he made his deliveries. When he learned he had won a USAID-sponsored CASS scholarship, he seized the opportunity to study environmental technology. Since completing his studies, Carlos has been instrumental in bringing water services to 31 rural communities, and he has coordinated environmental and development projects that benefited more than 16,000 people living in Cative and Bahia Honda, two of the poorest communities in Panama.

Mirian Encarnación: Sign Language Interpreter and Program Planner

Mirian Encarnación always had an interest in the world of the deaf children she saw in her hometown in the Dominican Republic. When she had the chance to work with them, she did so even though she struggled to communicate in sign language. Through her participation in CASS, Mirian became a sign-language interpreter and worked with others to develop projects for the deaf throughout the Dominican Republic. In one project, she helped to train other interpreter-trainers with the support of private and public organizations in 10 provinces. A sign language interpreter for a government-sponsored news channel, Mirian also teaches at the National School for the Deaf and is a member of the National Association for the Deaf. She has been recognized as one of the seven most outstanding women in the Dominican Republic for her efforts on behalf of the deaf.





THE FUTURE: INCREASED ALLIANCES AND PARTNERSHIPS

The case studies and individual accomplishments presented throughout this report describe U.S. efforts to improve the lives of individuals and communities through foreign assistance. With education and training programs in more than 60 developing countries, the case studies offer modest snapshots of the broad array of USAID-sponsored activities. A Nicaraguan program to enhance classroom instruction, an Ethiopian initiative to boost online learning, a school improvement campaign in Malawi through community engagement, and numerous opportunities to advance learning are typical Agency approaches to development. But they should not be viewed as the only definition of development assistance.

USAID supports many other successful programs in the area of education and training that are designed to help improve lives and encourage learning. Most are producing results because of the dedication and hard work of our many traditional partners. USAID works cooperatively with host countries and relies on long-standing partnerships with NGOs, private organizations and education service providers in the communities served. The importance of these partnerships is apparent in nearly all countries where neither USAID nor any other donor is in a position to tackle the full range of education problems. Sustained development depends on a full complement of private resources to be effective.

To expand its traditional partnerships, the Agency has turned to the Global Development Alliance (GDA), a vehicle for promoting public-private alliances among

governments, civil society, and the private sector. The success of the GDAs is in many respects influencing the way the USAID manages its mandate in human capacity development, particularly as the Agency seeks to improve access to quality education and promote economic growth.

Business leaders in Central America are using report cards to monitor and evaluate key aspects of the education systems and performance under a GDA-sponsored initiative called the Partnership for Educational Revitalization in the Americas (PREAL). The goal of this business-led initiative is to promote better education policies through informed debate and the identification and dissemination of best practices. In a relatively short amount of time, PREAL's report cards are having an impact on school reform by allowing business people to become involved in education in ways that take advantage of their comparative strengths. The education ministers take the reports seriously and routinely respond to their assessments.

Columbia's involvement with PREAL is described earlier in this report, and similar programs are in place in El Salvador, Guatemala, Honduras, and Panama. In Angola, Chevron-Texaco has joined with USAID in another GDA program that supports education and training projects through technical and financial assistance to small enterprises. These efforts are helping Angola transition from a war-torn nation to one of stability and economic growth. In addition, the University of Minnesota is shouldering 30 percent of the costs of a program to strengthen business management education in 47 Ukrainian business schools and universities.

In 2003, Sun Microsystems, the Academy for Educational Development, and USAID established an Internet-based Global Learning Portal (GLPNet) to facilitate the exchange of information on best practices in teacher training, education reform, girls' and women's education, and other issues. So far, the portal is drawing together educators in Brazil, Ethiopia, Mozambique, Nicaragua, South Africa, and Uganda into communities of practice. The portal not only is creating a network among educators in developing nations but also is measuring their progress toward education reform, and scaling up model programs for primary, youth-workforce, and women's higher education in Asia and the Near East, sub-Saharan Africa, Latin America, and the Caribbean. The GPLNet is one of 84 public-private partnerships formed by the Agency with \$223 million and which, in turn, has produced more than \$1 billion in outside contributions.

The examples cited here represent a sampling of an ever-increasing number of partnerships and alliances. The need to leverage its resources has never been more important as the Agency considers future investments in education. USAID will continue to seek innovative approaches to teaching and learning and work more efficiently—as much as possible—in partnership with others—to achieve greater access to quality education. This orientation stems from both the important work already being accomplished by the Agency's existing partners and the conviction that we all can and must do more.

APPENDIX I

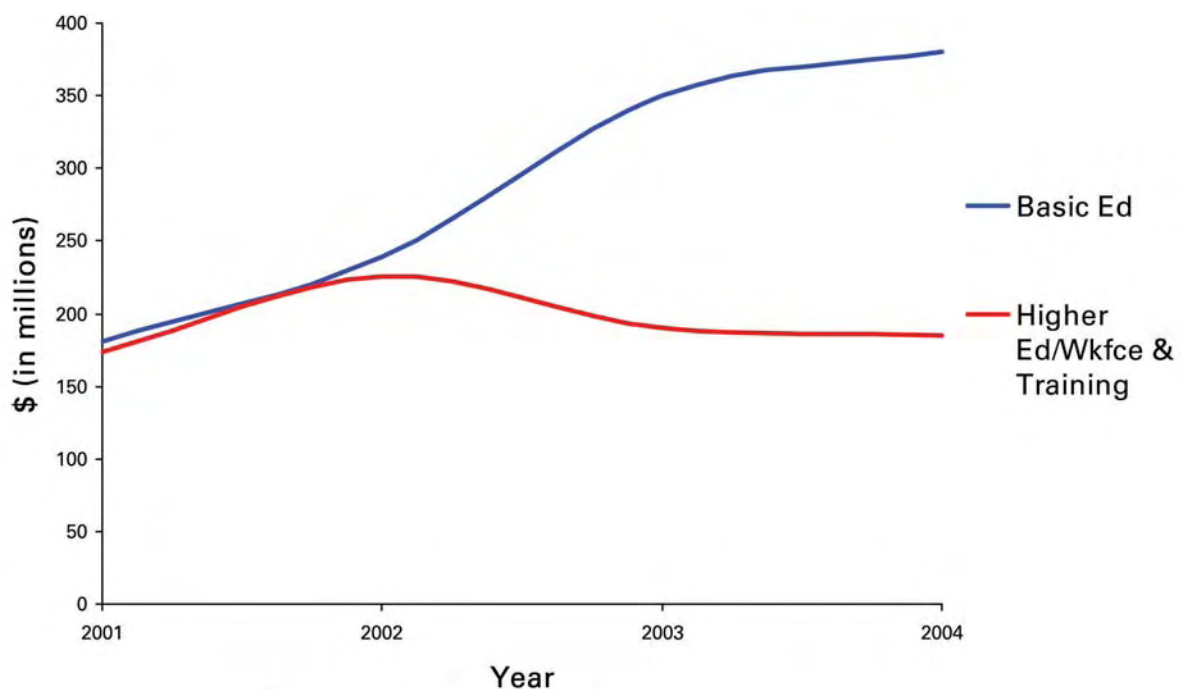
USAID EDUCATION AND TRAINING RESOURCE TRENDS

USAID/MISSION PRIORITIES IN EDUCATION AND TRAINING

Basic Education Programs in the Regions, FY 2004

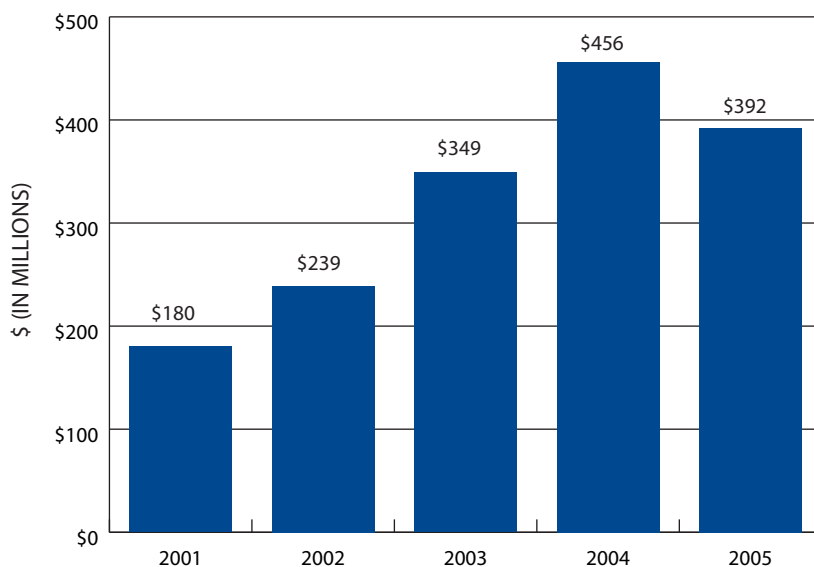
Africa (14)		
Benin	Guinea	South Africa
Congo	Malawi	Sudan
Djibouti	Mali	Uganda
Ethiopia	Namibia	Zambia
Ghana	Senegal	
Asia and Near East (15)		
Afghanistan	Indonesia	Pakistan
Bangladesh	Iraq	Philippines
Cambodia	Jordan	Sri Lanka
Egypt	Morocco	West Bank/Gaza
India	Nepal	Yemen
Europe and Eurasia (5)		
Macedonia	Tajikistan	Uzbekistan
Kyrgyzstan	Turkmenistan	
Latin America and the Caribbean (8)		
Dominican Republic	El Salvador	Nicaragua
Haiti	Honduras	Peru
Jamaica	Guatemala	

USAID INVESTMENTS IN EDUCATION AND TRAINING



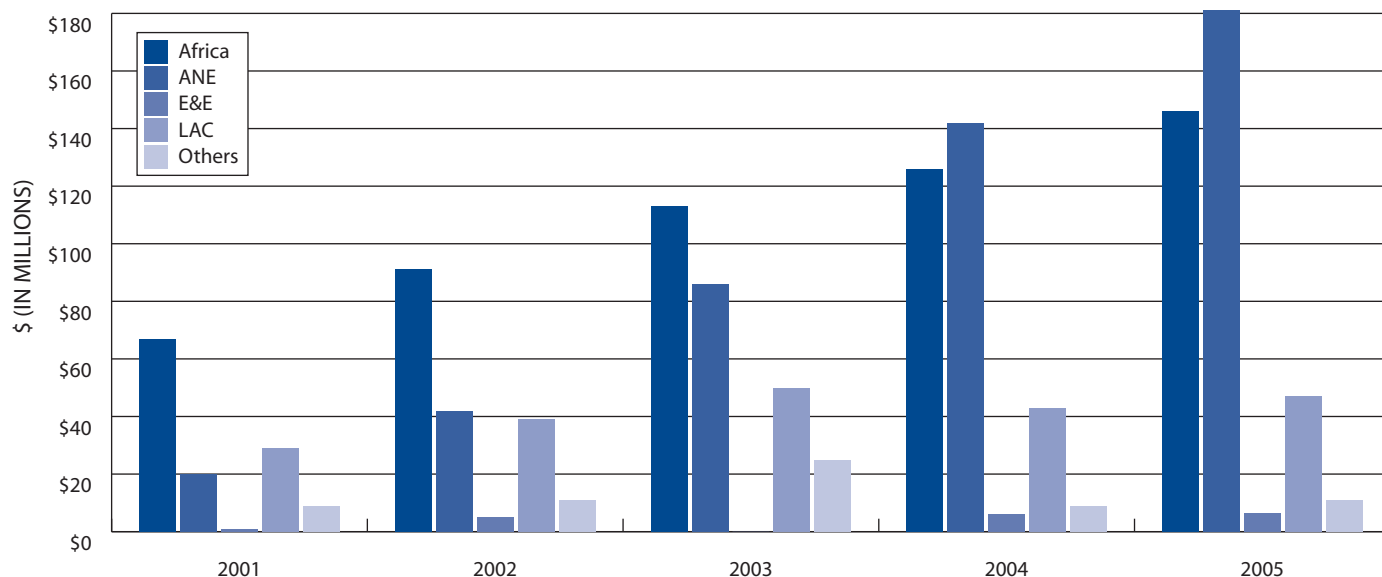
Source: USAID/Bureau for Policy and Program Coordination

USAID BASIC EDUCATION FUNDING BY YEAR (ALL ACCOUNTS)



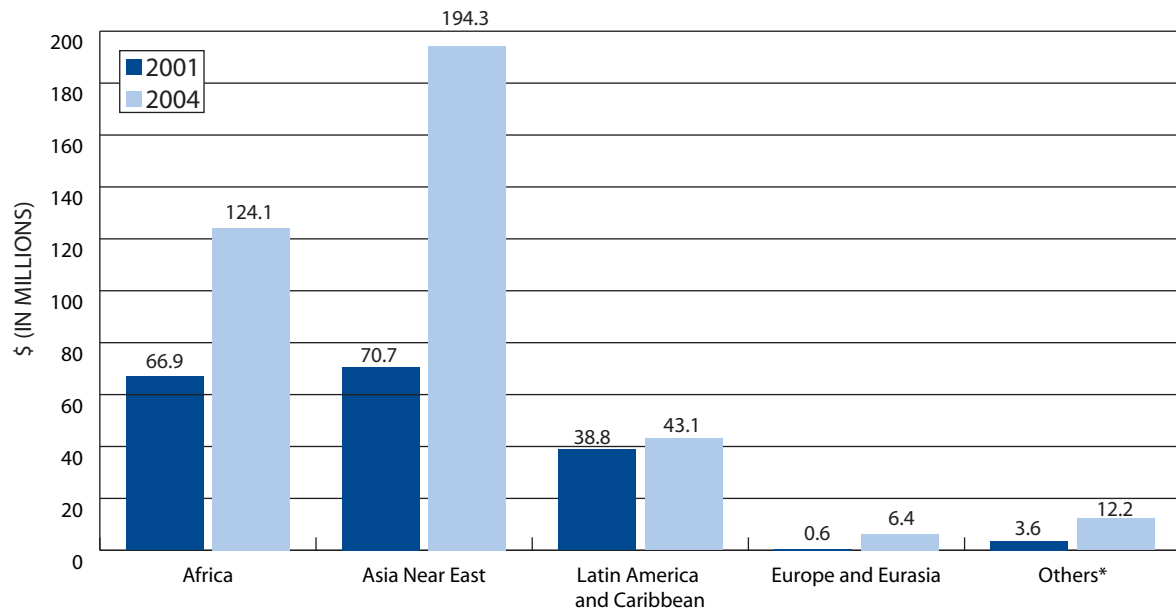
Source: USAID Annual Report May 2004, and CBJ 2004.

USAID BASIC EDUCATION FUNDS BY REGION AND YEAR



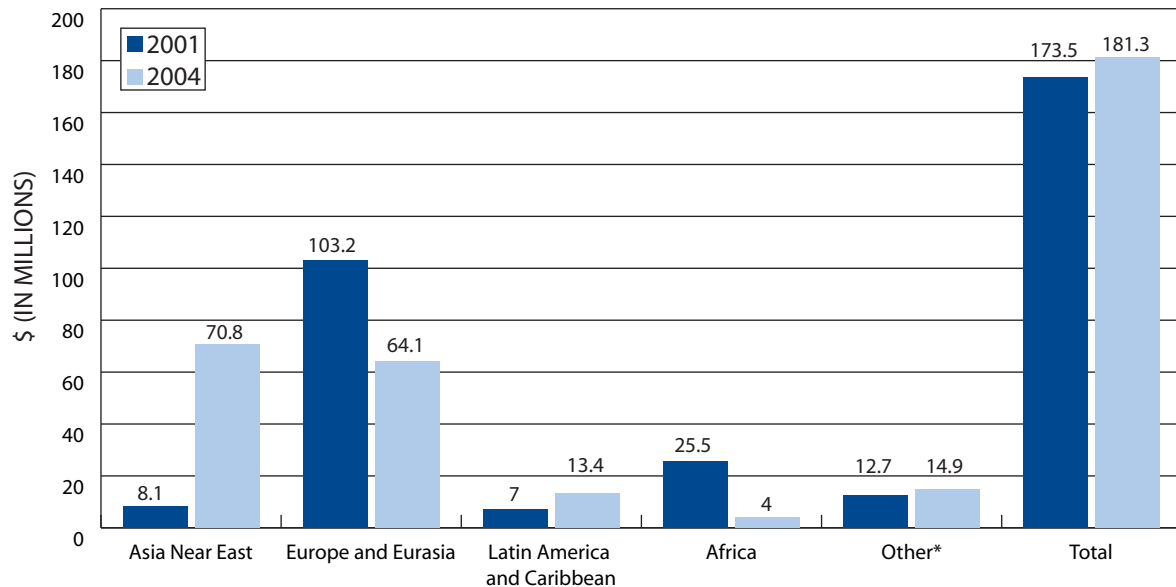
Source: USAID Annual Report May 2004, and CBJ 2005.

USAID ALLOCATION OF BASIC EDUCATION RESOURCES



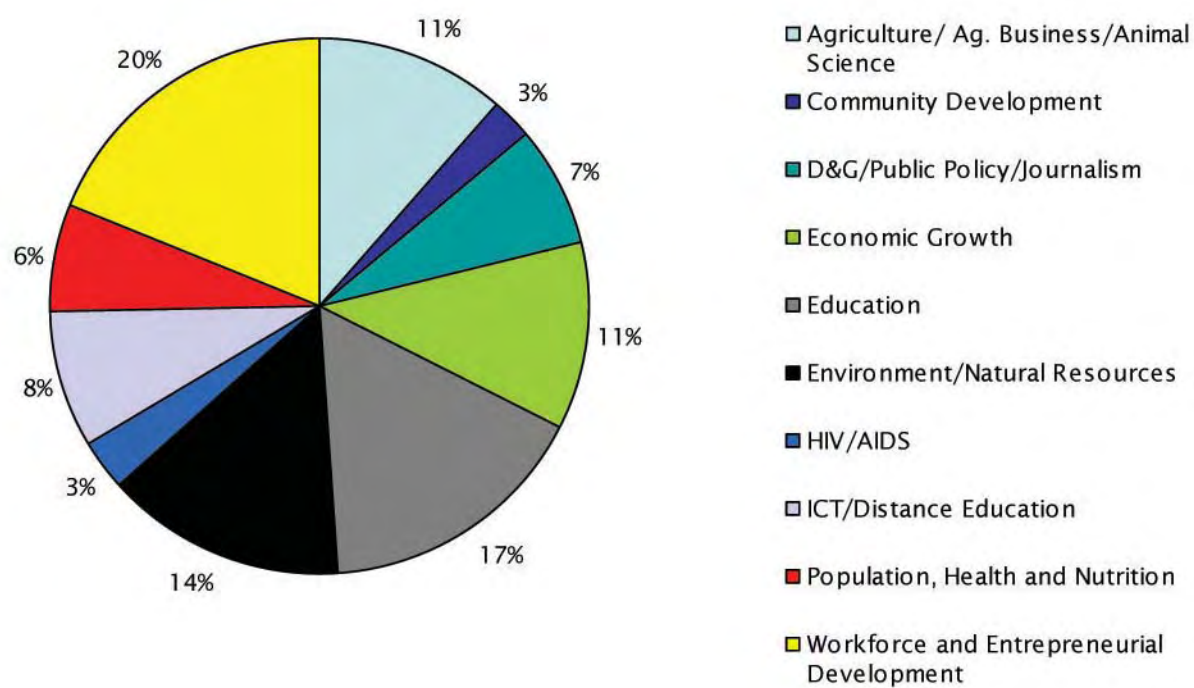
*Includes: EGAT, PPC, DCHA

USAID ALLOCATIONS TO HIGHER EDUCATION, WORKFORCE DEVELOPMENT, AND TRAINING



*Includes: DCHA, EGAT, GDA, IRM, LPA, PPC

HIGHER EDUCATION PARTNERSHIPS BY SECTOR



Source: ALO

APPENDIX 2

USAID EDUCATION AND TRAINING PARTNERS

USAID EDUCATION AND TRAINING PARTNERS

Academy for Educational Development	Junior Achievement International
Aga Khan Foundation U.S.A.	Learning Communities Network
Aguirre International	L.T.Associates
American Institutes for Research	Michigan State University
Associates for International Resources and Development	Mississippi Consortium for International Development
Association Liaison Office (ALO) for University Cooperation in Development*	National Observatory of Kyrgyzstan
Booz Allen Hamilton, Inc.	National Youth Employment Coalition
CARE	National Youth Leadership Council
Catholic Relief Services	ORC Marcos
Center for Intercultural Education and Development at Georgetown University	Opportunities Industrialization Centers Inc.
Creative Associates International, Inc.	Partners of the Americas
Development Associates, Inc.	Plan International
Development Informatics, Inc.	Regional Technology Strategies
Development InfoStructure (devIS)	Research Triangle Institute
DevTech Systems	Sesame Workshop
East-West Center	StreetKids International
Education Development Center	The George Washington University
GroundWork	The Africa-America Institute
Hifab International (Sweden)	The Joseph P. Kennedy Jr. Foundation
International Council on National Youth Policy	United Negro College Fund
International Foundation for Social Adaptation	Universal Foundation for Training and Information
International Rescue Committee	University of Minnesota
International Science and Technology Institute	World Learning
International Youth Foundation	Women's Commission for Refugee Women and Children
Institutes for International Studies in Education, University of Pittsburgh	

U.S. HIGHER EDUCATION PARTNER INSTITUTIONS, BY STATE

Alabama

Tuskegee University
University of Alabama

Arkansas

University of Arkansas

Arizona

Arizona State University
Maricopa Community College District
Northern Arizona University
Paradise Valley Community College
University of Arizona

California

California State University-Fullerton
Loma Linda University
Riverside Community College District
San Diego Community College District
San Diego State University
University of California-Davis
University of California-San Diego

Colorado

Colorado Community College System
Red Rocks Community College
University of Colorado-Boulder

Connecticut

Central Connecticut State University
Southern Connecticut State University
University of Connecticut

Delaware

University of Delaware

District of Columbia

American Association for the Advancement of Science
American University
Gallaudet University
Howard University

National Association of Schools of Public Affairs and Administration

Florida

Daytona Beach Community College
Florida A&M University
Florida State University
University of Florida
University of North Florida
University of South Florida

Georgia

Georgia State University
Spelman College
University of Georgia
University System of Georgia

Hawaii

Kapi'olani Community College

Illinois

DePaul University
Northern Illinois University
Southern Illinois University
University of Chicago
University of Illinois-Chicago
University of Illinois, Urbana-Champaign
Western Illinois University

Indiana

Indiana University
Indiana State University
Purdue University
University of Notre Dame

Iowa

Eastern Iowa Community College District
Iowa State University
Kirkwood Community College
University of Iowa
University of Northern Iowa

Kansas

Haskell Indian Nations University
Kansas State University

Kentucky

Kentucky Community and Technical College System
Murray State University

Maryland

Harford Community College
Johns Hopkins University
Prince George's Community College
University of Maryland
University of Maryland, Eastern Shore

Massachusetts

Boston University
Middlesex Community College
Springfield Technical Community College
Suffolk University
Tufts University
University of Massachusetts-Amherst
University of Massachusetts-Boston
Worcester Polytechnic Institute

Michigan

Calvin College
Michigan State University
Michigan Technological University

Mississippi

Mississippi Consortium for International Development
Mississippi State University

Missouri

Lincoln University
St. Louis Community College
Washington University
University of Missouri, Columbia
University of Missouri, Rolla

Montana

Montana State University

New Hampshire

Southern New Hampshire University

New Mexico

University of New Mexico

New York

American Museum of Natural History
Bronx Community College
Cornell University
Plattsburgh State University of New York
State University of New York at Cortland
State University of New York at Morrisville
State University of New York at Albany

Nebraska

Metropolitan Community College

North Carolina

Duke University
Johnston Community College
University of North Carolina at Chapel Hill

Ohio

Case Western Reserve University
Cleveland State University
Columbus State Community College
Kent State University-Trumbull Campus
The Ohio State University
Ohio University
Tiffin University

Oklahoma

Langston University
University of Oklahoma

Oregon

Oregon State University
Southern Oregon University

Pennsylvania

Edinboro University of Pennsylvania
The Pennsylvania State University
University of Pittsburgh
University of Scranton

Rhode Island

University of Rhode Island

South Carolina

Clemson University
Furman University
University of South Carolina

Tennessee

Middle Tennessee State University
Tennessee State University

Texas

Alamo Community College District
Southern Methodist University
Houston Community College System
Texas A&M University
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas Christian University
Texas Southern University
University of Houston
University of Texas-Austin
University of Texas-San Antonio

Utah

Utah State University

Virginia

Virginia Polytechnic Institute and State University
Virginia State University

Washington

Highline Community College
Pacific Lutheran University
University of Washington
Walla Walla Community College
Washington State University

West Virginia

West Virginia University

Wisconsin

University of Wisconsin-Madison
University of Wisconsin-River Falls

Wyoming

University of Wyoming

USAID OVERSEAS PARTNER INSTITUTIONS, BY COUNTRY

Afghanistan

Afghan University for Education
Kabul Education University
Kabul Medical Institute
Kabul Polytechnic
Kabul University

Algeria

Institut National de Commerce d'Alger

Angola

Agostinho Neto University

Bahrain

University of Bahrain

Bangladesh

Bangladesh University of Engineering and Technology
Dhaka University
Independent University of Bangladesh

Benin

Universite D'Abomey

Bolivia

Universidad Autónoma Gabriel René Moreno
Universidad Católica Boliviana
Universidad Mayor de San Andrés

Botswana

University of Botswana

Brazil

Centro Federal de Educacao Technologica de Minas Gerais
National Confederation of Industry

Cambodia

Pannasastra University of Cambodia

Colombia

Universidad de los Andes

Croatia

Osijek University
University of Rijeka
University of Zagreb

Democratic Republic of the Congo

Université de Mbuji Mayi

Dominican Republic

Universidad Autónoma de Santo Domingo

Egypt

Ain Shams University
Al-Azhar University
Alexandria Institute of Technology

El Salvador

Universidad Centroamericana "José Simeón Cañas"

Eritrea

University of Asmara

Ethiopia

Addis Ababa Commercial College
Addis Ababa University
Alemaya University
Bahir Dar University
Debub University Awassa College of Agriculture
Mekelle University
Unity University

Georgia

Caucasus School of Business

Ghana

Institute of Local Government Studies
University of Cape Coast

Guatemala

Universidad de San Carlos de Guatemala

Guyana

Ministry of Education

Honduras

Pan American School of Agriculture (Zamorano)

India

Punjab Agricultural University
Tamil Nadu Agricultural University
University of Agricultural Studies
University of Delhi
Vasavi College of Engineering

Indonesia

Institute of Technology, Bandung
State Islamic University Syarif Hidayatullah
Universitas Sam Ratulangi

Jamaica

University of the West Indies

Jordan

University of Jordan
Yarmouk University

Kenya

Jomo Kenyatta University
Moi University
University of Nairobi

Kyrgyzstan

American University - Central Asia

Laos

National University of Laos

Lesotho

Lesotho College of Education

Macedonia

South East European University

Malawi

Domasi College of Education
Malawi Institute of Education

Mzuzu University

University of Malawi Bunda College of Agriculture

Mali

L'Institut d'Economie Rurale
University of Mali

Mexico

Centros de Capacitación Tecnológica Industrial
Centro de Investigación y de Estudios Avanzados
Centro Universitario México
Colegio de Postgraduados en Ciencias Agrícolas
Consortio Técnico del Noreste de México
El Colegio de Sonora
Instituto Tecnológico de Saltillo
Instituto Tecnológico y de Estudios Superiores de Monterrey
Instituto Tecnológico y de Estudios Superiores de Monterrey-Querétaro
Universidad Autónoma de Baja California
Universidad Autónoma de Chapingo
Universidad Autónoma de Guadalajara
Universidad Autónoma de Nuevo León
Universidad Autónoma de Puebla
Universidad Autónoma de Tamaulipas
Universidad Autónoma de Querétaro
Universidad Autónoma de Yucatán
Universidad de Colima
Universidad de Guanajuato
Universidad de las Américas Puebla
Universidad de Quintana Roo
Universidad de Sonora
Universidad Iberoamericana
Universidad Nacional Autónoma de México
Universidad Regiomontana
Universidad Tecnológica de Fidel Velázquez
Universidad Tecnológica de Tabasco
Universidad Tecnológica de Tula-Tepejí
Universidad Veracruzana

Morocco

University of Hassan II-Mohammedia

Mozambique

Catholic University of Mozambique

Namibia

Polytechnic of Namibia

University of Namibia

Nepal

Kathmandu University

Tribhuvan University

Nicaragua

Instituto Nicaragüense de Investigación Agropecuaria

Ministry of Agriculture

Universidad Nacional Agraria

Nigeria

Nigerian National Universities Commission

Obafemi Awolowo University

University of Maiduguri

Oman

Mazoon College for Management and Applied Sciences

Peru

Amazon Center for Environmental Education and Research

Pontificia Universidad Católica del Perú

Universidad Nacional Agraria "La Molina"

Universidad Nacional de la Amazonia Peruana

Universidad Nacional del Altiplano

Universidad Peruana Cayetana Heredia

Philippines

De La Salle University

Leyte State University

Mapúa Institute of Technology

Silliman University

Romania

Technical University of Cluj-Napoca

University of Bucharest

Russia

Gorno-Altai State University

Moscow Medical College #1

Novgorod State University

Saratov State Socio-Economics University

Rwanda

National University of Rwanda

Senegal

Centre Universitaire Régional de Bambey

Université Gaston Berger de Saint Louis

South Africa

Athlone Technical College

Cape Technikon

Durban Institute of Technology

Eastern Cape Technikon

Eastern Seaboard Association of Tertiary Institutions

False Bay College

Fort Cox College of Agriculture and Forestry

Mangosuthu Technikon

National Access Consortium, Western Cape

Potchefstroom University

Umgungundlovu Further Education and Training College

University of Durban-Westville

University of Fort Hare

University of Natal-Pietermaritzburg

University of Port Elizabeth

University of the Free State

University of the North

University of the Western Cape

University of the Witwatersrand

University of Transkei

University of Zululand

Vista University

Sri Lanka

Ceylon Hotel School Graduates Association

Tanzania

Dar es Salaam Institute of Technology
The Open University of Tanzania
Sokoine University of Agriculture
University of Dar es Salaam

Thailand

Chulalongkorn University

Tunisia

Université du Centre at Sousse
University of Tunis El Manar

Uganda

Makerere University

Ukraine

Lviv Institute of Management
National University of "Kyiv-Mohyla Academy"

Uzbekistan

Samarkand State University
Tashkent Institute of Irrigation and Agricultural
Mechanization Engineers
Tashkent State University

Vietnam


Cantho University
Kien Giang Community College
Nong Lam University

West Bank/Gaza

Al Azhar University of Gaza
Al-Quds University
An Najah National University
Bethlehem University
Birzeit University
Islamic University of Gaza
Palestine Polytechnic University

Zambia

Copperbelt University



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